DOCUMENT RESUME

ED 172 577 FL 010 431

TITLE Interim Evaluation Report, 1977-78. ESEA Title VII Bilingual Project. Project Number SO163SA.

INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C.

PUB DATE 16 Dec 77

NOTE 313p.; Not available in paper copy due to print quality

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Bilingual Education; *Curriculum Development; Demonstration Programs; Elementary Education; *English (Second Language); English Instruction; *Inservice Teacher Education; Language Arts; Language Teachers; Language Tests; Mathematics Instruction; Parent Participation; *Parent School Relationship; Program Evaluation; Reading Instruction; Second Language Learning; *Spanish; Student Evaluation

IDENTIFIERS *Elementary Secondary Education Act Title VII

ABSTRACT

A report is presented of the 1977-78 demonstration bilingual program of the Austin Independent School District. A program description, status reports, and information on the evaluation of the program are provided. The instructional component of the program is designed to provide bilingual instruction in language arts, reading, and math. The curriculum development program component is designed to develop sequential guides for Spanish and English oral language and reading instruction. The staff development component includes one week of preschool teacher training and on-site individualized training throughout the school year. The parental involvement component focuses on informing and involving parents of project students. A major activity of all components is the preparation and implementation of an activity-oriented/experience-based curriculum. Evaluation concerns three areas: (1) evaluation of and feedback concerning on-going project activities; (2) measurement of reading, math, and oral language development of students; and (3) evaluation of the relative benefits of using at-home study units by parents. Evaluation findings, assessment instruments, and questionnaires are included. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Research And Evaluation

ED172577

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OFFICE
OF
RESEARCH AND EVALUATION

FL010431

austin independent school district

BOARD OF TRUSTEES

Gustavo L. Garcia, President

Reverend Marvin C. Griffin, Vice President

Jerry Nugent, Secretary

Will D. Davis	DeCourcy Kelley
Winnie Gage	M. K. Hage, Jr.

SUPERINTENDENT OF SCHOOLS

Dr. Jack L. Davidson

COORDINATOR, OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley

INTERIM EVALUATION REPORT

1977-1978

ESEA Title VII Bilingual Project

Project Number S0163SA

December 16, 1977

Raúl Contreras
Evaluator

Henry Myers
Data Analyst

Paula Matuszek
Senior Evaluator

Raquel Ward
Evaluation Assistant

Beatrice Mancera
Secretary

Approved: Freda M Holley
Freda M. Holley, Ph.D.
Coordinator of Research and Evaluation

Publication Number: 77.22

ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a grant from the Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

PROJECT STAFF

The following Austin Independent School District staff members are responsible for the implementation of the Title VII Bilingual Project.

Eva Rivera
Project Coordinator

Teresita Barrera
Learning Specialist

Teresita Rodríguez
Curriculum Specialist

Angelina García
Instructional Specialist

Mike Pool
Staff Development Specialist

Eva Barrón
Parental Involvement Specialist

Edelmira Sáenz
Bilingual Resource Teacher

Rosa María Vida
Bilingual Resource Teacher

Marcy Price
Secretary

Elida Chapa
Secretary

Suzanne Syptak
Secretary

5

GLOSSARY

ESEA Title VII - Title VII of the Elementary and Secondary Education Act, which provides funds for the implementation of demonstration bilingual programs.

Title VII Project - The 1977-78 ESEA Title VII Bilingual Project in the Austin Independent School District.

Project Year - July 1, 1977 through June 30, 1978.

Monolingual Team Teacher - A project teacher who instructs entirely in English but whose students receive Spanish instruction from a bilingual teacher.

Bilingual Teacher - A project teacher who instructs in Spanish. He/she may also instruct in English.

Monolingual Teacher - A non-project teacher who instructs entirely in English and whose students are not taught in Spanish.

C.I.P.O. - The evaluation model used by the A.I.S.D. Office of Research and Evaluation (C = Context, I = Inputs, P = Processes, O = Outcomes).

Level of Significance - A statistical term used to express the degree of confidence that differences found among scores are true differences and not chance differences.

.05 Level of Significance - Only 5 times out of 100 would the scores reported differ as much as they do just by chance.

$p < .05$ - A level of significance less than .05.

TABLE OF CONTENTS

Page

Project Staff ii
Glossary iii
Table of Contents iv
I. Abstract 1
II. Decision Questions Addressed 4
III. Program Description
A. Program 6
B. Context 10
C. Evaluation 18
IV. Status Reports
A. Instruction 21
B. Staff Development 23
C. Curriculum Development 29
D. Parental Involvment 31
V. Evaluation Design
A. Evaluation Design Overview 34
B. Decision Questions Overview 36
C. Program Planning Sheets 54
D. Information Sources Summary 70
E. Summary of Data to be Collected in the Schools 74
VI. Technical Appendices
A. Oral Language Dominance Measure (PAL) A-1
B. Spanish Screening Test B-1
C. Experience-Based Curriculum Test C-1
D. Parental Involvement Record Sheet D-1
E. Fall Teacher Interview E-1
F. Instructional Activities Questionnaire F-1
G. Workshop Reaction Form G-1
H. Achievement Assessment Instruments H-1
Spanish Math Test
Spanish Reading Test
Boehm Test of Basic Concepts
California Achievement Test
I. Community Representatives Monitoring Sheet I-1
J. Internship Reaction Form J-1
K. Principals' Workshop Reaction Form K-1

I
ABSTRACT

Description of the Program

The Austin Independent School District is funded for $628,681 under Title VII of the Elementary and Secondary Education Act for the 1977-78 school year to operate a demonstration bilingual program. This is the third year of a projected five-year program. Ten schools with approximately 3,400 students in 153 classrooms in grades kindergarten to six participate in project activities. Two schools serve as demonstration sites for the dissemination of information and materials and for the in-class training of bilingual program teachers.

The project has four major components. The Instructional Component coordinates bilingual instructional activities in all project classrooms through supervision by the project staff. At each grade level, teaching teams of bilingual and monolingual teachers conduct instruction. Bilingual aides assist the teams at the various grade levels according to need and availability. The Staff Development Component plans and conducts a large number of training activities for teachers and aides. In addition, teachers and full-time students receive financial support for pursuing professional degrees and certification. The Curriculum Development Component identifies, adapts, and develops materials for instruction. The Parental Involvement Component plans and effects project-wide and local campus parent training and involvement activities.

A major activity for all components is the preparation and implementation of an activity-oriented/experience-based curriculum.

Evaluation Purposes

The evaluation of the project has three foci. First, an effort is being made to document the on-going project activities and to provide the staff with feedback. Second, project student outcome objectives are being measured in the areas of oral language development, reading, and math. Third, research designs are being carried out to investigate the relative benefits to be derived from the use of at-home study units by parents trained by community representatives and from the activity-oriented/experience-based curriculum.

Evaluation Findings

The Title VII Project is at about the same level of implementation as it was last year. That is to say, in December of 1976, the project had registered the highest level of implementation since its inception in 1974. Insofar as the material and organizational resources available to the project staff are concerned, the endeavor to make bilingual education a meaningful part of the AISD curriculum is at its highest level ever as it can possibly get. It would now be in order to examine the ways in which the bilingual program can be further enhanced at the local campus level. The level of instructional and supportive services continues to be high, and whether this will result in the meeting of student outcome objectives cannot be determined until June, 1978, when the achievement testing has been conducted and analyzed.

Instruction

A guide to the project and its activities has been provided to all project teachers as a response to their desire to have a ready reference to information concerning the Title VII Project. The low return of the Instructional Activities Questionnaire from teachers makes it difficult to gauge precisely the utilization of the core curriculum. Judging from the questionnaires that have been returned, however, it seems that a very wide variety of commercial and teacher-made materials are being used.

With respect to the visitation of classrooms, 94% of project classrooms were visited at least once a month from September through November. These visitations consisted mostly of assisting the teachers to upgrade instruction, demonstration lessons, planning instruction, and ordering materials.

Staff Development

The summer workshop conducted for a week in August, 1977, was rated by the participants as having been productive. Since August, staff development has been conducted or planned by the project staff, as required, to individuals or groups. As of November 30, the project had conducted about forty-three of these individualized, on-campus training activities. A two-day workshop for principals was also conducted in the summer. Responses of those participating indicated support for this type of activity. However, participation for the workshop for principals was not high.

Curriculum Development

Objectives for curriculum development have already been met. The EBC units and learning kits have been completed and distributed to the campuses. Culturally relevant units have been prepared and sent to the teachers. Other English and Spanish language materials will be disseminated as they become available.

Parental Involvement

Monitoring of the community representatives' daily logs has shown home visits and phone calls to parents to be two of their major activities. All of the K-5 schools have already identified and trained a core of four volunteer parents to assist in instructionally related activities.

Monthly record sheets are being kept on-campus to document contacts with parents, relatives, or guardians. As of November 30, almost 4,000 contacts have been made between teachers and parents in the classroom setting.

A project-wide newsletter will be published before the end of the first semester. Another newsletter will be distributed at the end of the 1977-78 school year.

II
DECISION QUESTIONS ADDRESSED

A. Office of Education-Level Decision Questions

1. Should Austin Independent School District be refunded for a third year of operation by ESEA Title VII?

B. System-Level Decision Questions

2. How should the Title VII Project, other bilingual programs, the Department of Elementary Education, and the Department of Developmental Programs coordinate the curriculum, instruction, and supervision in project schools?

C. Project-Level Decision Questions

3. What area should be the focus of staff development activities in 1978-79?

4. What modifications should be made in the supervisory plan/schedule?

5. What activities should Title VII conduct in the area of curriculum development, materials, and guides?

6. What should be the foci for parental involvement project-wide?

7. Should Title VII implement an experience-based curriculum?

8. After reviewing the levels of attainment for the project's 1977-78 objectives, what program revisions should be made to increase the possibility of meeting these objectives more fully?

III

PROGRAM DESCRIPTION

III-A
PROGRAM

The Austin Independent School District received a grant from the U.S. Office of Education to conduct a demonstration bilingual project using funds from Title VII of the Elementary and Secondary Education Act (ESEA Title VII) in the amount of $628,681 for fiscal year 1977. The year 1977-78 is the third consecutive year of a new five-year project. The purposes of this five-year project are to build up the District's capacity to implement bilingual education through staff development, curriculum development, and parental involvement; and to demonstrate the effectiveness of selected processes in staff development and parental involvement.

The ESEA Title VII Bilingual Project operates on ten campuses and spans grades kindergarten to six. Approximately 3400 students participate in Title VII-planned bilingual instructional activities. Two thousand two-hundred of these students are in identified Title VII classrooms. In four of these schools, an additional 1,200 students are in local and state supported bilingual classes which team with the identified Title VII and Austin Independent School District.

The 2,200 identified project students and the 1,200 local and state supported students are not distinguishable within the project schools since the team teaching of identified and local and state supported teachers results in both categories of students being instructed by both categories of teachers.

The project is administered and supervised by a staff of eight professionals. Six of these individuals--the project coordinator, an instructional specialist, a curriculum specialist, a learning specialist, a staff development specialist, and a parental involvement specialist--work out of the Department of Bilingual/Multicultural Education. The other two, the bilingual resource specialists, are assigned to the demonstration schools. Although each staff member is assigned the responsibility of facilitating his component, each (except the Parental Involvement Specialist) also supervises classrooms and contributes to the planning and implementation of all components. Other major personnel resources are assigned directly to the project schools (See Figure III-1).

Two of the project schools, Sanchez and Zavala, are designated as special demonstration sites. These sites serve as materials centers for bilingual education and as training schools for other project teachers and personnel from other school districts. One of the unique features of the two special demonstration schools is a bilingual materials resource center for the use of all Austin bilingual teachers. Another feature is the presence of a full-time resource specialist and a materials clerk to provide assistance to the teachers and to maintain the resource center.

Campus	Grade(s)	Project Classrooms	Project Aides	Community Representatives	Resource Specialist	Resource Teachers	Trainees	Materials Clerk
Allison	K-5	24	3	1	0	0	5	0
Becker	K-5	12	3	1	0	0	1	0
Brooke	K-5	18	3	1	0	0	0	0
Dawson	K-5	12	3	4/5	0	0	2	0
Govalle	K-5	16	3	1	0	0	3	0
Metz	K-5	19	3	1	0	0	0	0
Ortega	K-5	12	3	1	0	0	5	0
Sánchez	K-5	22	3	1	1	0	3	1
Zavala	K-5	17	3	1	1	0	5	1
Travis Heights	6	*	0	1/5	0	1	0	0
Totals	K-6	152	27	9	2	1	24	2

*Travis Heights has a resource room rather than a regular classroom.

Figure III-1 TITLE VII FUNDED PERSONNEL BY CAMPUS

Travis Heights Sixth Grade Center is the campus on which all project sixth grade activities occur. Here the program consists of a resource teacher who has identified approximately 70 students for reinforcement in both Spanish and English language arts and reading.

The instructional component, with two supervisory staff members, is designed to provide bilingaul instruction activities in language arts, reading, and math to project students. Periodic classroom visits, assistance in ordering materials, and technical assistance for classroom organization are the major foci of this component.

The staff development component, with one full-time specialist, includes one week of preschool teacher training as well as on-site individualized training throughout the school year. Major events in this component included a one-day internship by new project teachers at the demonstration school sites, a one-week preschool workshop for principals, and the Bilingual Communications Skills Workshop/Materials Fair.

In the area of capacity building, the project cooperates with St. Edward's University and the University of Texas at Austin in an effort to provide personnel with the opportunity for continued professional training. Saint Edward's University is training 24 undergraduates pursuing a B.S. in bilingual education. The University of Texas has project professionals enrolled in a graduate program in bilingual education.

The curriculum development component, with a full-time specialist, has been charged with developing sequential guides for Spanish and English oral language and reading instruction. The major activity this year has been the development and implementation of an experience-based curriculum. A series of units and learning kits has been developed to complement a program of field trips that the students began taking in September, 1977.

The parental involvement component, with a full-time parental involvement specialist and nine full-time community representatives, focuses on informing and involving the parents of project students. Local campus activities are planned and conducted by the community representatives. A Community Advisory Group has been organized to meet regularly and to review the progress of project activities.

One area has been identified for systematic research in 1977-78: the experience-based curriculum. A research design has been developed to answer specific questions.

> What are the effects of activity-oriented/experience-based learning experiences on a student's communication skills?
>
> What are the effects of activity-oriented/expereince-based activities conducted by a trained teacher as compared to those conducted by an untrained teacher?

In addition, a parental involvement research design is being implemented during the 1977-78 school year. The design links parental involvement activities to the experience-based curriculum research design. Parents that correspond to approximately seventy-five students in the early treatment group are being trained on the use of supplementary materials in the home. Test results of the children whose parents were furnished with and received training on the use of at-home study materials will be compared with a similar control group of students.

The evaluation of the project measures objectives at several levels using the C.I.P.O. Evaluation Model developed in the Austin Independent School District in an attempt to identify the resources and instructional processes which contribute to student achievement.

III-B
CONTEXT DESCRIPTION

The context is defined by the Austin Independent School District's CIPO Evaluation Model as the total environment in which a program operates, including the factors over which the program has no control. The context is seen as critical in evaluation since all the data, conclusions, and recommendations must be understood in relation to all the non-project influences impacting the student simultaneously with project activities.

Curriculum Differences Among the Project Schools

The major portion of the context of the Title VII Bilingual Project is the overall curriculum and educational program in the Austin Independent School District. This educational program is characterized by multiple adoption of textbooks, a variety of supplementary materials, and an emphasis upon campus level decision making and planning. As a result, the Title VII Bilingual Project was merged with a variety of school level organizational schemes. This makes comparisions of results among schools very hazardous since the scope of the evaluation activities cannot specify nor control for these individual school differences. Results gathered from each of the project schools would then represent the effects of various instructional emphases combined with a bilingual education program.

Other Special Projects

The schools identified as project schools for Title VII also qualify for other special programs. As a result, students receive multiple special services, faculties are trained by multiple project staffs, and principals are required to supervise the implementation of multiple programs. The District also funds pilot projects for special purposes in most of the Title VII schools. The end result is that schools are under pressure to meet the requirements of the standard curriculum while undergoing change originated by these special programs.

The overlap of these also masks the effects of the Title VII Project. Just what student outcomes can be attributed to which treatment or combination of treatments, is impossible to determine in most cases. Thus, the same data reported here for bilingual education may be reported elsewhere to show the effects of Title I or another special project.

Perceived School Needs and Project Guidelines

Since the beginning of Austin's first large federally funded bilingual project, the 1973-74 ESAA Bilingual/Bicultural Project, there has existed a difference between the needs as perceived by the local campus in providing an adequate bilingual instructional program and the federal guidelines which restrict the uses of project resources. This difference has been a real obstacle, not only to the full implementation of the Title VII Bilingual Project's activities, but also to the establishment of bilingual education as a desirable instructional program for Austin students.

This situation has often led to the resistance to proposed project activities by principals and teachers at the local campus level, e.g., teachers not attending workshops, materials not being used project-wide, etc. Although most of the overt resistance seems to have diminished this year, the basic conflict still imposes itself upon project activities. Title VII activities must be arranged to fit within the constraints imposed by local campus conditions.

Another view of this situation is that the locus of control and locus of accountability are seen by project staff and school staff as residing at different levels. School staff would prefer to have control over the activities and resources but would place accountability for success of the project on the project staff. Project staff, in turn, also feel the necessity for having control but believe that the school staff should be accountable for the success of project activities on each campus.

As of yet, the Department of Elementary Education has not been held accountable for the success of any part of the Title VII Bilingual Project, nor have principals been held accountable for the successful implementation of project activities on their campuses. This year, however, the Departments of Elementary Education, Developmental Programs, and Bilingual Education are continuing efforts begun last year of coordinating their activities.

Pupil-Teacher Ratio

In 1973, the pupil-teacher ratio was reduced in low socioeconomic schools by the Austin Independent School District. Evaluation report (Pupil-Teacher Ratio Reduction Program), prepared with the support of an ESEA Title III grant during the 1973-74 and 1974-75 school years indicates that a lower pupil-teacher ratio contributed positively to student achievement in English reading.

Figure III-2 details the pupil-teacher ratios for the 1977-78 school year in the Title VII Project schools. These ratios range from 15.7:1 (pupils per teacher) to 27.5:1 for different grade levels within the project schools, and from 20.4 to 23.5 for school-wide (1st-5th grade) ratios. These compare favorably to the district pupil-teacher ratio of 25.1:1. This year, however, the pupils per teacher in the project schools has increased slightly from last year.

The staff detailed in Figure III-3 are provided by the Title I Project. These personnel represent a major resource provided to the Title VII Project students above and beyond A.I.S.D. levels.

Schools	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			Special Area Teachers				Pupil-Teacher-Ratio Grades (1-3)		
	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	Library	Music	P.E.	Art			
Allison	81	4	20.3	106	4	26.5	107	4	26.8	91	4	22.8	85	4	21.3	94	4	23.5	1		1	1	364	24	23.
Becker	41	2	20.5	44	2	22	33	2	16.5	35	2	17.5	46	2	23	46	2	23	1	1	1		245	12	20.4
Brooke	73	3	24.3	87	4	21.8	66	3	22	68	3	22.7	53	2.5	21.2	64	2.5	25.6	1	1	.5		411	18	22.
Dawson	42	2	21	49	2	24.5	44	2	22	44	2	22	42	2	21	39	2	19.5	1	1	1		260	12	21.
Govalle	70	3	23.3	69	3	23	65	3	21.7	70	3	23.3	50	2	25	37	2	18.5	1	1	1		361	16	22.
Metz	47	3	15.7	90	4	22.5	77	3	25.7	61	3	20.3	65	3	21.7	63	3	21	1	.5	1		403	19	21.
Ortega	41	2	20.5	45	2	22.5	38	2	19	39	2	19.5	42	2	21	43	2	21.5	1	.5	.5		248	12	20.
Sánchez	83	4	20.8	89	4	22.3	82	4	20.5	70	4	17.5	76	3	25.3	61	3	20.3	1		1		461	22	21
Zavala	61	3	20.3	90	4	22.5	79	3.5	22.6	58	2.5	23.2	39	2	19.5	55	2	27.5	1	.5	1		382	17	22.
Totals for Title VII Project Schools (K-5)	539	26	20.7	669	29	23.1	591	26.5	22.3	536	25.5	21	498	22.5	22.1	502	22.5	22.3	9	5.5	8	1	3,335	152	22
Totals for A.I.S.D. (K-5)	3790	152	24.9	5050	205.5	24.6	4796	193.5	24.8	4448	175.5	25.3	4138	162	25.5	4142	161	25.7	50.5	42	43.5	7	26,364	1049.	25.
																			Special Area Teachers				Pupil-Teacher-Ratio Grades (1-3)		
Travis Heights (6)																			1	3	2	1	704	26	27.
Totals for A.I.S.D. (6)																			6	11	12	7	3,725	135	27.

Figure III-2 PUPIL-TEACHER RATIO - SEPTEMBER 20, 1977

School	Reading Teacher	Instructional Aide	Guidance Counselor	Community Representatives	Media Clerks	Total Instructional Staff	Total Support Staff
Allison	4	4	1	1	1	8	3
Becker	3	3	1	1	1	6	3
Blackshear	3	5	1	1	1	8	3
Brooks	2	4	3	1	1	6	7
Brown	1	2	1	0	0	3	1
Campbell	3	3	1	1	1	6	3
Dawson	3	1	1	0	1	4	2
Govalle	3	4	1	1	1	7	3
Maplewood	2	2	1	.5	.5	4	2
Mathews	1	1	.5	1	0	2	1.5
Metz	6	5	1	0	1	11	3
Norman	2	1.5	1	1	0	3.5	2
Oak Springs	2	2	1	1	.5	4	2.5
Ortega	3	2	1	1	1	5	3
Ridgetop	1	1	.5	.5	.5	2	1.5
Rosedale	1	.5	.5	1	.5	1.5	2
Rosewood	2	1	.5	1	0	3	1.5
Sanchez	3	3	1	0	1	6	2
Sims	3	1	1	1	1	4	3
Zavala	3	4	1	1	1	7	3
TOTAL	51	50	22	15	14	101	51

Figure III-3 TITLE I PROJECT PERSONNEL

Sixth Grade Center

The Austin Independent School District has six sixth grade centers, established in compliance with a 1973 court order. The ethnic composition of the center participating in the Title VII Project is more heterogeneous than that of the elementary schools (K-5) which are in the project. Travis Heights Sixth Grade Center has an enrollment which is 43% Mexican American as compared to the K-5 campuses with Mexican American enrollments which average 78%.

Demographic Data

The number and percentage of students from low income families in project schools is far above the district average. Figure III-4 shows the percentages of low students from low income families according to a survey made in February, 1977. Project schools range from 54.8% to 98.7% low income students. The district-wide figure is 30.8%.

School	Grade	Total number of children enrolled on each campus	Number of children residing in each attendance area			Number participating in Title I Programs
			Total	From low income families	Percentage	
Allison	K-5	674	690	638	92.46	465
Becker	K-5	654	681	575	84.43	377
Brooke	K-5	411	415	393	94.70	250
Dawson	K-5	642	675	368	54.52	349
Govalle	K-5	768	778	691	88.82	406
Metz	K-5	452	456	450	98.68	340
Ortega	K-5	383	386	373	96.63	187
Sanchez	K-5	482	496	447	90.12	240
Zavala	K-5	410	414	395	95.41	267
Title VII Schools	K-5	4,876	4,991	4,330	87.00	2,881
Travis Heights	6	718	760	367	48.29	0
District Totals	K-12	57,656	61,085	18,815	30.80	5,146

Figure III-4 STUDENTS FROM LOW INCOME FAMILIES 1976-1977
ESEA TITLE VII BILINGUAL PROJECT
AS OF FEBRUARY, 1977

Examining the ethnic composition of the Title VII Project schools, as detailed in Figure III-5, shows that all project schools are above the district-wide percentage in enrollment of Mexican American students. These percentages range from 44% to 99%, with a project average of 78%, as compared to 25% enrollment of Mexican American students in all district elementary schools.

School (Grades)	Black	Mex. Am.	Anglo	Total
	Number (Percentage)			
Allison (K-5)	97 (14)	543 (81)	32 (5)	672
Becker (K-5)	75 (12)	430 (68)	127 (20)	632
Brooks (K-5)	12 (3)	407 (94)	15 (3)	434
Dawson (K-5)	24 (4)	427 (70)	162 (26)	613
Govalle (K-5)	195 (26)	510 (69)	34 (5)	739
Metz (K-5)	1 (0)	423 (99)	2 (1)	426
Ortega (K-5)	190 (54)	158 (44)	7 (2)	353
Sánchez (K-5)	8 (1)	467 (96)	13 (3)	488
Travis Heights (6)	110 (15)	292 (41)	314 (44)	716
Zavala (K-5)	28 (7)	364 (92)	5 (1)	397
All Project Schools	740 (14)	4021 (73)	711 (13)	5472
District Elementary Schools	5222 (18)	7563 (25)	17,189 (57)	29,974

Note: Ethnic percentages in the Title VII Project classrooms within these schools may differ from the percentages shown here.

Figure III-5 1976-1977 ESEA TITLE VII BILINGUAL PROJECT AUSTIN INDEPENDENT SCHOOL DISTRICT ETHNIC COMPOSITION OF STUDENTS

22

An analysis of language dominance test results from the fall of 1977 (Spanish Screening Test and Oral Language Dominance Measure) describes the project schools in terms of the amount of Spanish spoken by the students. Figure III-6 presents a breakdown of kindergarten students into arbitrary language dominance groups. A more detailed discussion of the derivation of these classifications can be found in the section of this report on the Spanish Screening Test and the Oral Language Dominance Measure (PAL).

The number of bilingual and Spanish-dominant students varies from school to school. Of all project students, approximately 13% are Spanish-dominant, 25% are bilingual, and 62% are English-dominant. However, English-dominance does not imply that these students are performing on grade level as measured by English Standardized tests.

	Spanish Dominant		Bilingual		English Dominant	
School	Number	Percentage	Number	Percentage	Number	Percentage
Allison	3	7.1	8	19.0	31	73.8
Becker	7	23.3	3	10.0	20	66.7
Brooke	3	5.3	9	15.8	45	78.9
Dawson	0	0	5	18.5	22	81.5
Govalle	12	24.0	11	22.0	27	54.0
Metz	15	34.1	8	18.2	21	47.7
Ortega	1	5.9	2	11.8	14	82.4
Sanchez	7	11.7	17	28.3	36	60.0
Zavala	12	21.8	7	12.7	36	65.5
Totals	60	15.7	70	18.3	252	66.0

Spanish Dominant - Scored 13 or more points higher in Spanish than English.
Bilingual - Scores for Spanish and English were within 12 or fewer points of each other.
English Dominant - Scored 13 or more points higher in English than Spanish.

Figure III-6 LANGUAGE DOMINANCE OF KINDERGARTEN STUDENTS IN TITLE VII PROJECT SCHOOLS (Based on Fall, 1977 PAL Oral Language Dominance Testing)

Past Participation in Bilingual Program

All of the current Title VII Project schools have participated in various bilingual programs in the past. The programs in which each school has participated since 1969 are shown in Figure III-7. The Education Service Center, Region XIII, began bilingual education in the District at Zavala Elementary in 1969. That year, the District's share of the Title VII grant was approximately $35,000. The following year, a local instructional coordinator was hired and some materials were purchased to begin bilingual instruction on a small scale in kindergarten and first grade. In 1973, the District received an $800,000 Emergency School Assistance Act (ESAA) grant for bilingual education. This grant was reduced to $27,000 in 1974 and completely dissolved before the 1975-76 school year. ESEA Title VII was then funded directly through the District for $400,000 in 1974, $846,000 in 1975, $788,000 in 1976, and $628,000 in 1977. The Travis Heights Sixth Grade Center was first included in a bilingual program in 1974. The project schools began eight years ago adding grade levels and funding sources each year, until now bilingual education is supported federally, locally, and by the State of Texas for about $1,102,000.

School	Major Source of Funds								
	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78
Zavala	ESC	ESC	ESC	ESC	ESC	TVII	TVII	TVII	TVII
Becker	—	AISD	AISD	AISD	AISD	TVII	TVII	TVII	TVII
Brooke	—	AISD	AISD	AISD	AISD	TVII	TVII	TVII	TVII
Dawson	—	AISD	AISD	AISD	AISD	TVII	TVII	TVII	TVII
Ortega	—	AISD	AISD	AISD	AISD	TVII	TVII	TVII	TVII
Allison	—	AISD	AISD	AISD	ESAA	ESAA	TVII SCE	TVII SCE	TVII
Govalle	—	AISD	AISD	AISD	ESAA	ESAA	TVII SCE	TVII SCE	TVII
Metz	—	AISD	AISD	AISD	ESAA	ESAA	TVII SCE	TVII SCE	TVII
Sánchez	—	AISD	AISD	AISD	ESAA	ESAA	TVII SCE	TVII SCE	TVII
Travis Heights	—	—	—	—	—	—	TVII	TVII	TVII

Code		Funding Level
ESC	ESEA Title VII Project directed by the Educational Service Center, Region XIII	$ 35,000
AISD	Locally supported project	*
ESAA	ESAA Bilingual/Bicultural Project 73-74	800,000*
	74-75	279,000*
TVII	ESEA Title VII Project directed by A.I.S.D. -	
	74-75	400,000*
	75-76	846,000*
	76-77	788,000*
	77-78	628,000*
SCE	State Compensatory Education Program	22,775

* Local support has increased from $20,000 in 1970 to $474,630 in 1977-78 and supplements these figures.

Figure III-7 PARTICIPATION OF CURRENT TITLE VII SCHOOLS IN PAST BILINGUAL PROJECTS

Ethnic Composition of School Personnel

In addition to the information concerning the student population of the schools, the ethnic composition of the school staffs is an important factor in understanding the context of the Title VII Project. Figure III-8 describes the ethnicity of the teaching faculties of each project school. Most bilingual teachers are Mexican American (67 out of 81) and all of the team teachers are Anglo or Black (71). Overall, 67% of the teaching faculties in these schools are Mexican American.

	Bilingual Teacher			Team Teacher			All Teachers		
School	Black	Mexican American	Anglo	Black	Mexican American	Anglo	Black	Mexican American	Anglo
Allison	0 0%	9 69%	4 31%	1 9%	0 0%	10 91%	1 4%	9 38%	14 58%
Becker	0 0%	6 100%	0 0%	0 0%	0 0%	6 100%	0 0%	6 50%	6 50%
Brooke	0 0%	6 86%	1 14%	2 18%	0 0%	9 82%	2 11%	6 33%	10 56%
Dawson	0 0%	5 83%	1 17%	1 17%	0 0%	5 83%	1 8%	5 42%	6 50%
Govalle	0 0%	13 87%	2 13%	0 0%	0 0%	1 100%	0 0%	13 81%	3 19%
Metz	0 0%	9 90%	1 10%	1 11%	0 0%	8 89%	1 5%	9 47%	9 47%
Ortega	0 0%	5 83%	1 17%	2 33%	0 0%	4 67%	2 17%	5 42%	5 42%
Sánchez	0 0%	8 80%	2 20%	2 17%	0 0%	10 83%	2 9%	8 36%	12 55%
Zavala	0 0%	6 75%	2 25%	2 22%	0 0%	7 78%	2 12%	6 35%	9 53%
Total	0 0%	67 83%	14 17%	11 15%	0 0%	60 85%	11 7%	67 44%	74 49%

*Only classroom teachers. No P.E., Special Education, music, paraprofessional, administrative, cafeteria, or maintenance personnel included.

Bilingual Teacher - Those teachers who instruct in Spanish.
Team Teachers - Those teachers who instruct only in English but whose students are isntructed in Spanish by a bilingual teacher.
All bilingual and team teachers are part of the Title VII Project.

Figure III-8 ETHNIC DISTRIBUTIONS OF TEACHING FACULTIES* IN TITLE VII PROJECT SCHOOLS 1977-1978

Achievement Data

Achievement data are presented later in this report. Generally, the project students are achieving as a group below both the national median and local median in English reading and math. Thus, the Title VII Project is operating in a context where low achievement levels are common and widespread.

III-C
EVALUATION

The Title VII Bilingual Project is evaluated on six levels according to the C.I.P.O. (Context, Input, Process, Outcomes) Evaluation Model developed and adopted by the Austin Independent School District. These levels are:

Level 1-Delivery of Bilingual Project Resources-
Objectives for the delivery of resources to the Title VII Project are stated and measured to determine the degree to which proposed resources (e.g., personnel, monies for supplies, consultant fees, etc.) are provided.

Level 2-Bilingual Staff/Program Support Activities-
Objectives for the support activities of the Title VII staff (e.g., project coordinator, staff development specialist, etc.) are stated and measured to determine the extent to which proposed activities (e.g., assessing staff training needs, adapting curriculum, supervising classrooms, etc.) occur.

Level 3-Inputs (to the classroom)-
Objectives are stated and measured to determine the extent to which proposed inputs (e.g., staff training, parental involvement, materials, etc.) are delivered to the classrooms.

Level 4-Bilingual Classroom Instructional Processes-
Objectives are stated and measured to determine the degree to which proposed classroom activities (e.g., daily oral language development in Spanish, cultural references in lessons, E.S.L. activities, etc.) occur.

Level 5-Outcomes-
Objectives are stated and measured for expected student outcomes beyond the current project year (e.g., cumulative effects of bilingual instruction).

Level 6-Long-Range Outcomes-
Objectives are stated and measured for ecpected student outcomes beyond the current project year (i.e., cumulative effects of bilingual instruction).

Each of these levels is presented on the Program Planning Sheets included later in this report. Objectives are measurably stated and the criteria for attainment of each is specified where appropriate. This method of presentation allows the inspection of the relationships which exist among each level of objectives.

Bilingual Project Resources are prerequisites for the successful implementation of Bilingual Staff/Program Support Activities; these are prerequisites for the provision of proposed Inputs to the classrooms; these are prerequisites to the successful completion of Bilingual Classroom Instructional Processes; and these, in turn, are prerequisites to the project students' meeting the Outcome Objectives.

Evaluation monitors these proposed activities to document the level of implementation achieved. In a practical sense, this monitoring function provides the project staff with feedback on the progress of the Title VII Project and the status of ongoing activities.

The evaluation is conducted by the evaluator and one evaluation assistant. Techniques employed are teacher, aide, principal, and community representative interviews, questionnaires, and other documentation activities.

Summative evaluation, directed by the senior evaluator for compensatory education programs with the support of the evaluator and data analyst, involves the measurement of outcome objectives for the current project year and establishing a base for measuring long-range objectives throughout future years.

Evaluation activities for the ESEA Title VII Bilingual Project are planned to coordinate with other district evaluation, testing, and programmatic events to minimize the amount of testing in the schools and to prevent overscheduling of activities at certain times of the year.

In order to ensure that the evaluation is focused mainly on providing information to decision makers, a set of decision questions is generated each year. These questions provide the basis for the formal evaluation design which is included later in this report.

IV

STATUS REPORTS

IV-A
INSTRUCTION

The Instructional Component of the Title VII Bilingual Project has the responsibility of coordinating and supervising the implementation of all instructional activities in project classrooms. Language arts (including reading and oral language development), mathematics, and cultural awareness are the areas of emphasis in both English and Spanish. For the 1977-78 project year, as it did for the previous year, the Title VII Bilingual Education Task Force designated the communication skills (language arts) as the area for special emphasis. The major accomplishments of this component are outlined below.

A Guide to the Bilingual Education Program, Austin Independent School District

This manual is a comprehensive guide to the Title VII Bilingual Project. This guide represents an answer to teachers' and principals' requests to have a handy reference to guidelines, schedules, curriculum listings, and other expectations of the project staff. A copy of this guide was provided to each project teacher and principal. Meetings were held with the various faculties during the month of August to familiarize them with the content of the manual.

The content of the teacher's guide is outlined below.

Content of the Guide to the Bilingual Program,
Austin Independent School District

A. Staff Development
B. Project Process Objectives
C. Instructional Activities
D. Curriculum/Core Materials
E. Records/IRI's/Testing Schedule
F. Parental Involvement
G. Research Designs

Supervision of Experience-Based Curriculum (EBC) Activities

The instructional specialists assist the teachers with scheduling and facilitating EBC activities. In addition, this component monitors field trip schedules to ensure that teachers meet the timelines. The curriculum specialist also ensures that new materials are delivered to schools, transfers materials on hand to schools where they are needed, and maintains inventories of materials and equipment.

Supervision of Teachers

Supervision of teachers and the coordination of instructional activities in the classroom is the primary activity of the Instructional Component. To accomplish this task, members of the project staff (except the project coordinator and staff development specialist), members of the locally funded bilingual staff, and the resource specialists at the two demonstration schools are used.

Project schools have been provided classroom visitation schedules prior to each six weeks period. Supervisors visit classrooms for a minimum of 30 minutes each during instructional time. In addition, the time after 2:30 P.M. is used for individual and group meetings with the teachers. The frequency and regularity of these visits are documented through records kept by the supervisors. The objective for the project is that each classroom will be visited once per month. Figure IV-1 summarizes the visitations to project classrooms during instructional time as recorded by the supervisors. This summary indicates that the project's objective is not currently being met, as only 94% of the project teachers are receiving an in-class visit each month.

Number of Classrooms to Visit	153
Number (Percentage) of Classrooms Visited in ...	
September	141 (92%)
October	150 (98%)
November	142 (93%)
December	*
Total Number of Classroom Visitations Made in ...**	
September	147
October	171
November	182
December	*

*Since December was not a typical month, no figures are given.
**Some classrooms were visited more than once a month.

Figure IV-I SUPERVISORS' RECORD OF CLASSROOM VISITATIONS

Although there are still some problems in the delivery of in-class supervision of teachers by the project staff, efforts are continuing to communicate program requirements by means of the teacher's guide and presentations at faculty meetings.

Last year, the Title VII Project made an active effort to coordinate bilingual program activities with those of the local Department of Elementary Education. For 1977-78, that coordination is including the Department of Developmental Programs.

IV-B
STAFF DEVELOPMENT

The purpose of the Staff Development Component is to build the capacity of the teaching personnel in the Title VII Bilingual Program to effectively conduct instructional activities. This is being pursued through preservice and inservice training sessions conducted by the staff and by consultants, informal on-campus workshops, visitations to demonstration classrooms, and formal university courses. The progress made in each of these areas is described below.

Preservice and Inservice Workshops

Appendix G of this report summarizes the workshop training sessions conducted for project teachers, aides, and community representatives during the week of August 8-12. The results of the Principals' Summer Workshop are summarized in Appendix K. As is evident, a multitude of topics have been presented by consultants, project staff, or other AISD personnel. At the request of the Bilingual Education Task Force, emphasis has been placed on the communication skills areas, with some training in cultural awareness. Very little has been given in mathematics or other content areas. The project's plan is to move into these areas in future years after the communication skills have been addressed.

Reactions of participants to these workshops were generally rated as being as good as or better than those conducted in past years.

The project objectives for the provision of formal staff development activities, in terms of topics and number of hours, to project teaching personnel have been exceeded. Figure IV-2 illustrates this statement.

A matter of concern for the Title VII staff has been the difficulty of achieving 100% participation at staff development workshops. To eliminate the problem experienced last year of having insufficient numbers of substitutes to permit teachers to attend workshops during school hours, formal inservice during the school day is being avoided this year. For next year, an effort will be made to avoid scheduling the summer workshop coincident with those being conducted by other projects.

Visits to Demonstration Classrooms

Teachers new to the Title VII Project were provided one day of release time to visit a demonstration bilingual classroom and the resource rooms at Zavala and Sánchez (the project demonstration schools). Appendix J contains a detailed analysis of participants' ratings of this activity. Reactions reported were positive but the ratings were slightly lower than those given by last year's participants.

Informal, On-campus Training

Project teachers have requested, and project staff has set as an objective, the conducting of on-campus training sessions including demonstration lessons. Figure IV-3 details the training sessions and demonstration lessons conducted or planned at the various campuses by project staff.

Degrees and Certification

A major staff development thrust is the continued professional training of teachers and the certification of paraprofessionals and other undergraduates in bilingual education. Teachers and bilingual department staff are funded to attend the University of Texas at Austin to pursue a master's degrees. St. Edward's University is funded to train future bilingual teachers. The number of persons participating in these programs is detailed in Figure IV-4.

Objective Topic	Teachers in Grade (s)	Hours	
		Objective	Delivered
Spanish Oral Language Development	K	4	18.75
English Oral Language Development	K	4	26.50
Spanish Reading Readiness	K-1	4	7.75
English Reading Readiness	K-1	4	7.75
Spanish Oral Language Development	1-5	4	26.75
English Oral Language Development	1-5	4	36.75
Spanish Reading	1-5	4	23.25
English Reading	1-5	4	28.75
Totals		32	176.25

Figure IV-2 DELIVERY OF FORMAL STAFF DEVELOPMENT ACTIVITIES TO TITLE VII TEACHERS

Topic	Participants	Month	Location
Mexican American Culture	50 1st grade teachers 50 3rd grade teachers	Every Tue. and Wed.	Zavala
Manuscript Writing	New teachers	Sep. 1	Zavala
Scheduling	3 teachers	Sep. 6	Brooke
Program Implementation	5 teachers	Sep. 9	Sánchez
16th of September	2 teachers	Sep. 14	Zavala
Core and New Materials	16 teachers	Sep. 15	Govalle
Classroom Orgn. and Mgt.	1 teacher	Sep. 21	Sánchez
CORE English	2 teachers	Sep. 21	Govalle
CORE English	7 teachers	Sep. 23	Brooke
Spanish IRI's	1 teacher	Sep. 28	Dawson
CORE Materials	16 teachers	Sep. 29	Govalle
Bilingual Resource Center	52 teachers	Oct. - Nov.	Sánchez
Ordering of Materials	unspecified	Oct. (1 week)	Zavala
Scheduling	1 teacher	Oct. 5	Govalle
Classroom Management	2 teachers	Oct. 5	Govalle
BOLaR	12 teachers	Oct. 6	Allison
Overview of EBC	8 teachers	Oct. 10	Brooke
Día de la Raza	Demo. lesson to 2 1st grade classes, 3 3rd grade classes	Oct. 11-12	Zavala
Día de la Raza	Demo. Lesson to 4th grade class	Oct. 12	Zavala
CORE English	1 teacher	Oct. 12	Govalle
LOGOS Kit	1 teacher	Oct. 18	Carruth Annex

Figure IV-3 ON-SITE, INDIVIDUALIZED INSERVICE AND DEMONSTRATION LESSONS CONDUCTED AT PROJECT CAMPUSES (Page 1 of 2)

Topic	Participants	Month	Location
Classroom Management	1 teacher	Oct. 18	Sánchez
Classroom Organization	2 teachers	Oct. 25	Zavala
UNICEF	Demo. lesson to 2 3rd grade classes	Oct. 26	Zavala
Curriculum	5 teachers	Oct. 28	Zavala
Classroom Management	2 substitutes	Nov. 1	Sánchez
Oral Language Teaching	1 teacher	Nov. 1	Metz
Sight Word Strategies	1 teacher	Nov. 1	Metz
ESL	1 teacher	Nov. 2	Govalle
Spanish Reading	1 teacher	Nov. 3	Govalle
Math Activities	4 teacher	Nov. 4	Zavala
Social Studies	SS committee	Nov. 8	Zavala
Thanksgiving Filmstrip	Demo. lesson to 97 students	Nov. 3-9	Zavala
Social Studies Modules	SS committee	Nov. 9	Zavala
Social Studies Program	SS committee, unit leaders, principal	Nov. 15	Zavala
Instructional T.V.	18 teachers	Nov. 17	Brooke
Daily Instructional Schedule	4 teachers	Nov. 22	Sánchez
Thanksgiving	Demo. lesson to 71 students	Nov. 22	Zavala
Commercial Teaching Kits	35 teachers	Nov. 23	Sánchez
Materials Making	51 teachers	Nov. 23	Sánchez
Math (Subtraction)	Demo. lesson to 4th grade	Nov. 26	Zavala

Figure IV-3 (Continued, Page 2 of 3)

Campus Assignment	Teachers University of Texas	Paraprofessionals St. Edward's University	Trainees St. Edward's University
Allison	3	*	5
Becker	1		1
Brooke	0		0
Dawson	2		2
Govalle	3		3
Metz	1		0
Ortega	1		5
Sánchez	1		3
Zavala	3		5
Travis Heights	0		0
Ridgetop	1**		0
Title VII Staff	2		0
State Bilingual Staff	1		0
Totals	19		24

* The paraprofessional sequence has been completed, and those who were in this program will move into the traineeship sequence as vacancies occur.

** This individual began the master's program as a teacher in the Title VII Project but has recently been transferred to a school where the State bilingual program is in operation.

Figure IV-4 PERSONNEL PARTICIPATING IN DEGREE PROGRAMS

IV-C
CURRICULUM DEVELOPMENT

The Curriculum Development Component of Austin's Title VII Bilingual Project is continuing to function fully for the second year in a row. A curriculum specialist has been continuously employed since January, 1976, and the curriculum development objectives from the 1977-78 program application are being met.

The foci of this component continue to be the identification and obtaining of major curricula already published and the local development of supplementary materials, lessons, and units.

In addition to curriculum duties, the curriculum specialist also supervises 20 classrooms in 2 schools at grades K-5.

As of the date of this report, the following major curriculum projects have been complete.

Experience-Based Curriculum (EBC) Units - An EBC is being implemented for the second year in project schools at grades K-5. As the Curriculum Development Component's contribution to the experience-based curriculum project, instructional units and learning kits were developed. Five project teachers, and the Title VII staff, designed and produced a unit for each of the field trip sites identified. In an effort to coordinate instructional programs, supervisors consulted with AISD support personnel. The completed units are as follows:

Corn (K-5)
Sight/Sound (K-5)
Bridges (K-5)
Texas Wildlife (K-5)
Police (K-5)
Drama (K-5)

Each unit follows the outline below.

Purpose (statement)
Objectives for primary and intermediate grades (listing)
Background information for the teacher (narrative)
Vocabulary (listing)
Lessons (outlines)
Unit activities (supplementary activities)
Evaluation (statement)
Supplementary references

Each school was allowed to choose four of the units to study during the project year. Units, materials, and learning kits were furnished for all units by the Title VII Project. The project provided funds for schools to take the students on field trips for two of the 4 units to reinforce the classroom activites.

Teachers in the early treatment group received their units and were trained in August, 1977. The delayed treatment group will receive units and kits after the posttesting has been completed in February, 1978.

Teacher survey reports in the spring will be used to document the level of implementation of these units, and a locally developed vocabulary test will indicate student outcome levels.

Culturally Relevant Curriculum - The curriculum component have made an attempt to acquire, adapt, and disseminate cultural units to the schools. The units that have been disseminated under this plan are as follows:

Topic	Month
16 de Septiembre	September
Día de la Raza	October
Día de Dar Gracias	November
La Navidad	December

The State bilingual program prepared and distributed five cultural units for use in all bilingual classrooms, including the Title VII Project. These units are as follows:

¿De Dónde Vengo? (one version for K-2, another 3-5)
Música Tejana (K-5)
Nuestra Raza (K-5)
Our People (K-5)

In the area of curriculum, the Title VII Project has endeavored to define more precisely the curriculum that should be used in project schools. The results of the Instructional Activities Questionnaires (IAQ's) that have been received from a sample of project teachers indicate that a wide range of materials continues to be used. As of the preparation of this report, however, the return rate of IAQ has been less that 50%. Thus, it would be difficult to make any firm generalizations concerning utilization of the Core curriculum until more questionnaires have been returned and analyzed. The final results of the IAQ will be included in the final evaluation report in June, 1978.

IV-D
PARENTAL INVOLVEMENT

The Parental Involvement Component is designed to facilitate communication between parents of project students and the schools. This component has maintained the best record of personnel consistency since 1974. The parental involvement specialist and six of the nine community representatives have been with the Title VII Project since 1974. The activities in which this component has engaged are described below.

Community Representatives' Inservice

This year, the project community representatives attended the Bilingual Communication Skills Workshop in August with the teachers and aides. Inservice for the community representatives has consisted of many training sessions for teaching parents how to use the EBC at-home study materials. A workshop on Christmas arts and crafts for school, home, and classroom was held in November.

Lending Library

Each K-5 Title VII Project campus has a lending library that exists for the purpose of providing the parents with educational toys and materials to be used in the home. These materials are checked out be the parent and exchanged for others as the need arises. As of this date, no data are available as to the effectiveness of this activity.

Parental Involvement Research Design

The Title VII Bilingual Project has had as one of its objectives, the identification of methods most effective for involving parents in the educational process of their children. The research design for 1977-78 is being meshed with the experience-based curriculum currently in progress in project schools. The community involvement specialist has constructed at-home study units based on the EBC units used in the classrooms, for use by the parents of selected students in the homes.

A treatment group of parents of students in the early treatment group of the EBC in grades 1 and 3 will be furnished study materials on the EBC units and trained on their use. The treatment and control groups each consist of about 75 parents. The research question is as follows:

> What is the effect on the communication skills of students in the early EBC treatment group whose parents were furnished with and received training on the use of study materials related to the EBC for use with their children at home, when compared with those students whose parents did not receive training and materials and who did not engage in EBC-related reinforcement activities at home?

Final results of this research design will not be known until the spring of 1978.

Bilingual Multicultural Newsletter

The parental involvement specialist is presently preparing a newsletter titled Dos Mundos/One People for the purpose of informing the community about the Title VII Bilingual Project. All components of the project will be covered. This newsletter will be released before the end of the first semester.

Community Representatives' Logs

Community Representatives maintain a set of logs in which they keep a record of their daily activities. The most common services performed by the community representatives include home visitations, telephone calls to homes, recordkeeping, and transporting children and parents to or from school-related activites. A substantial amount of time has been devoted this year making home calls to train parents on the use of the EBC home study materials that are part of the parental involvement research design.

Parent Volunteers for Instructional Services

One of the objectives for the community representatives is to identify at least four parents who are to be trained to work in project classrooms in an instructionally related capacity at least three times during the year. Of the nine Title VII community representatives, all have identified and trained four or more parents.

Parent Advisory Group

A parent advisory group functions for the purpose of providing parental input to the Title VII Bilingual Project. For the first three meetings of this group, attendance averaged 35 persons. The November meeting, however, had an excess of 55 in attendance.

The records of parent visits to the schools show that approximately 3,974 contacts have been made with school personnel in the classroom setting. The exact nature or duration of these contacts is imprecise, as the recordkeeping procedures adapted this year for this activity do not require the teachers to specify the purpose of the parent visit.

V

EVALUATION DESIGN

V-A
EVALUATION DESIGN OVERVIEW

The evaluation of the Title VII Bilingual Project is described in Chapter III-B. This chapter presents more detail about the questions being investigated and the specific objectives being measured.

The Decision Questions were formulated based on those addressed in the 76-77 project year and the current focus of the project and the Austin Independent School District as a whole. The decision questions will not be answered by the Office of Research and Evaluation. The data collected by ORE will be provided to the Title VII staff and the District administration for them to use in making recommendations to the Superintendent and School Board.

The Program Planning Sheets have been developed and revised since fall, 1974 when the district first received Title VII funds. As of this time, review and comments from all levels of the District have been elicited and received.

The Information Sources Summary, Summary of Data to be Collected in the Schools, and the Evaluation Time Resources Allocation Summary outline the evaluation questions which will be pursued in addressing each decision question, the information sources to be tapped for answering these evaluation questions, and the time required of the evaluation staff.

V-B

DECISION QUESTIONS OVERVIEW

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
A. Office of Education-Level				
1. Should Austin Independent School District be refunded for a third year of operation by ESEA Title VII?	June 1978	Dec. 1977 (Interim Report)	All of the succeeding questions and objectives are relevant.	All of the succeeding information sources are relevant.
B. System-Level				
2. How should the Title VII project, other bilingual programs, the Department of Elementary Education, and the Department of Developmental Programs coordinate the curriculum, instruction, and supervision in project schools?	July 1978	Jun. 1978	2-1. What has been achieved in the area of coordination during 1977-78?	a. Staff Interview/Questionnaire b. Principals' Interview
			2-2. In what areas is coordination still most needed?	a. Staff Interview/Questionnaire b. Principals' Interview
			2-3. What do the non-bilingual program coordinators and supervisors understand about the Title VII Project?	a. Staff Interview/Questionnaire
C. Project-Level				
3. What areas should be the focus of staff development activities in 1978-79?	Apr. 1978	Mar. 1978	3-1. What are the training needs of Title VII teachers?	a. Teacher Competency Test b. Workshop Reaction Form
			3-2. What student outcomes are highest priority for improvement?	a. California Achievement Test (Reading and Math) b. Boehm Test of Basic Concepts c. Prueba de Lectura d. Spanish Math Test e. Oral Language Dominance Measure (PAL) f. Principals' Interviews g. Staff Interview

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			3-3. How successful were the staff development activities and the Bilingual Materials Fair that were conducted during the summer workshop?	a. Workshop Reaction Form b. Bilingual Materials Fair Reaction Form
			3-4. How successful were the staff development activities conducted on-campus during the project year?	a. Teacher Interview b. Principals' Interview c. On-site Inservice Record
			3-5. How successful were the new teacher internships?	a. Internship Reaction Form
			3-6. How successful were the materials-making sessions?	a. Teacher Interview b. Record of Materials Making Activities
			3-7. How successful was the principals' summer workshop?	a. Principals' Reaction Form
			3-8. How successful were the campus planning sessions that were conducted at the beginning of the school year?	a. Teacher Interview b. Principals' Interview
4. What modifications should be made in the supervisory plan/schedule?	June 1978	May 1978	4-1. Were the objectives for supervision met?	
			a. A member of the project supervisory team will visit each classroom an average of at least once per month to insure program implementation.	a. Supervisor's Record of Classroom Visitations
			b. What do teachers and principals want the supervisors to accomplish in the execution of their supervisory functions?	a. Teacher Interview b. Principals' Interview
5. What activities should Title VII conduct in the area of curriculum development, materials, and guides?	Apr. 1978	Mar. 1978	5-1. What materials, curriculum, and guides were produced by Title VII?	a. Listing of Materials

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			5-2. How useful has Title VII-produced curriculum been?	a. Teacher Interview
			5-3. What are the curriculum needs in the Title VII Project?	a. Teacher Interview b. Principals' Interview
			5-4. Was the objective for curriculum development met? a. Six units for the implementation of an experience-based curriculum during 1977-78 will be produced. b. Materials identified by the curriculum specialist to complement EBC units will be furnished to all teachers. Spanish language materials will be furnished to teachers instructing in Spanish. English language materials will be furnished to teachers instructing in English.	a. Documentation of materials sent to schools
6. What should be the foci for parental involvement project-wide?	Apr. 1978	April 1978	6-1. What type of parental involvement model should Title VII implement in 1978-79?	a. Experience-Based Curriculum (EBC) Test
			6-2. What are the effects of parental intervention in activity oriented/experience-based learning experiences?	a. EBC Test
			6-3. What are the activities of the community representatives in project	a. Community Representative Activity Monitoring Sheet

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			schools?	
			6-4. Did attendance at Parent Advisory Group meetings improve during 1977-78 when compared with those of 1976-77?	a. PAG Sign-in Sheets
			6-5. Were the objectives for parental involvement met? a. Each project school will have a core of at least 4 parent volunteers who will receive training and work in project classrooms in a capacity related to instruction at least 3 times during the year.	a. Parental Involvement Record Sheet b. Community representatives' training records c. Community representatives' logs
			b. Project classrooms will record a total of at least 6,000 contacts in the classroom setting, with parents, guardians, or relatives during the 1977-78 project year.	a. Parental Involvement Record Sheet
7. Should Title VII implement an experience based curriculum?	Apr. 1978	March 1978	7-1. What are the effects of activity oriented/experience-based learning experiences on a student's communication skills?	a. ERC Test
			7-2. What is the effect of the experience based curriculum on the overall reading achievement of students?	a. California Achievement Test b. Boehm Test of Basic Concepts c. Prueba de Lectura

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
8. After reviewing the levels of attainment for the project's 1977-78 objectives, what revisions should be made to increase the possibility of meeting these objectives more fully?	July 1978	June 1978	8-1. What were the levels of attainment for each objective?	
			Student outcome objectives:	
			1. Students in kindergarten will demonstrate an increase in Spanish oral language skills.	a. Oral Language Dominance Measure (PAL) (Spanish Subscale)
			2. Students in kindergarten will demonstrate an increase in English oral language skills.	a. Oral Language Dominance Measure (PAL) (English Subscale)
			3. Spanish-dominant students in kindergarten will develop reading readiness skills in Spanish.	a. Boehm Test of Basic Concepts, Spanish Edition
			4. English-dominant students in kindergarten will develop reading readiness skills in English.	a. Boehm Test of Basic Concepts, English Edition, (K)
			5. Spanish-dominant students in kindergarten will demonstrate acquisition of math readiness skills through instruction in Spanish.	a. Boehm Test of Basic Concepts, Spanish Edition (Quantity Subtest)
			6. English-dominant students in kindergarten will demonstrate acquisition of math skills through instruction in English.	a. Boehm Test of Basic Concepts, Quantity Subtest
			7. Students in second grade receiving math instruction in Spanish will	a. Spanish Math Test, Level A

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			demonstrate gains in math skills in Spanish.	
			8. Students in grades 2-5 receiving math instruction in English will demonstrate gains in math skills in English.	a. California Achievement Test, Math Subtest
			9. Students in grades 1-5 will develop their oral language skills in Spanish.	a. No formal assessment planned
			10. Students in grades 1-5 will develop their oral language skills in English.	a. California Achievement Test, Vocabulary Subscale
			11. Students in grades 1-5 receiving Spanish reading instruction will demonstrate gains in Spanish reading.	a. Prueba de Lectura
			12. Students in grades 1-5 receiving English reading instruction will demonstrate gains in English reading.	a. California Achievement Test
			13. Students will become aware of the interdependence of people and cultures, will use their home language in school, and thus develop a more positive self-concept and attitude toward school.	a. No formal assessment is planned for this objective.
			Process Objectives:	
			1.1. Students in kindergarten will participate in daily Spanish oral	a. Instructional Activities Questionnaire (IAQ)

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			language activities using the following core curriculum: The Bilingual Kindergarten-NELP When questioned, (1) on the average project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	
			2.1. Students in kindergarten will participate in daily English oral language activities using: The Bilingual Kindergarten-NELP Beginning Readiness-Lippincott MacMillan Series R - Bank Street Threshold S.W.R.L. - Ginn Early Explorations - Deyoyer Gepper A.I.S.D. Kindergarten Guide Teacher-made/adapted materials When questioned, (1) on the average project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			3.1. Spanish-dominant students in grades K-1 will participate in reading readiness activities in Spanish using one or more of the following core curricula: The Bilingual Kindergarten - NELP Santillana Serie Bilingue-Santillana B.O.L.a.R. - NELP When questioned, (1) on the average, project teachers will state that these occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ
			4.1. English-dominant students in grades K-1 at the readiness level will participate in daily reading readiness activities in English using one or more of the following core curricula: Getting a Head Start Program - Houghton Mifflin Getting Ready to Read - Houghton Mifflin Oral English Stepping Stones - Economy Look, Listen, and Learn - Harcourt Brace When questioned, (1) on the average	a. IAQ

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used. 5.1. Spanish-dominant students in kindergarten at the readiness level will participate in daily math readiness activities in Spanish using one or more of the following core curricula: Matemática para la educación preprimaria - Addison Wesley Adaptations of mathematics materials in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being utilized. 6.1. English-dominant students in kindergarten at the readiness level will participate in daily math readiness lessons in English using the following core curriculum: Seeing Through Arithmetic - Scott-Foresman	a. IAQ

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being used.	
			7.1. Spanish-dominant students in grades 1-2 will participate in daily math lessons in Spanish using one or more of the following core curricula: Matemática de S.B. - Silver Burdett Developing Mathematics Processes - Rand McNally Adaptations of mathematics materials in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ
			8.1. English-dominant students in grades 1-5 will participate in daily math lessons in English using one or more of the following curricula: Mathematics Around Us - Scott-Foresman	a. IAQ

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			Developing Mathematics Processes - Rand McNally Modern School Mathematics - Houghton Mifflin When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	
			9.1. LSSA students in grades 1-5 will participate in daily oral language development activities in Spanish using one or more of the following core curricula: Hablan los niños - National Textbook Company Hablan mas los niños - National Textbook Company Expresion Oral 1, 2, 3 (B.O.L.e.R.)-NELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			10.1. LESA students in grades 1-5 will participate in daily oral language development activities in English using one or more of the following core curricula: LEIR II, III - Encyclopaedia Britannica Educational Corporation C.O.R.E. 1, 2 - Ginn Oral Language 1, 2, 3, 4 (B.O.L.a.R) HELP When questioned, (1) on the average project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used. 11.1. Spanish-dominant students and English-dominant students already reading in English and possessing Spanish oral proficiency will participate in daily Spanish reading instruction using one or more of the following core curricula: Lectura y Escritura (B.O.L.a.R) 1, 2, 3, 4 Santillana Serie Bilingue - Santillana Santillana Senda - Santillana	a. IAQ

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			Edgewood Readers - D.A.C.B.E. When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	
			12.1. English-dominant students and Spanish-dominant students in grades 1-5 already reading in Spanish and possessing English oral proficiency will participate in daily English reading instruction using one or more of the following core curricula: Economy Series Houghton Mifflin Series Harcourt, Brace, Jovanovich Series Hole, Tinehart, and Winston Series MacMillan Series Other series used in special programs When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			13.1. Students in grades K-5 will participate in four cultural units, identified by the project staff and/or project teachers. (Unit: a group of lessons teaching one aspect of culture)	a. Teacher Interview
			Input Objectives: (Each of these Input Objectives relates to all Process Objectives 1.1. to 13.3.)	
			X.X.1a. Each project school will have a core of at least 4 parent volunteers who will receive training and work in project classrooms in a capacity related to instruction at least 3 times during the year.	a. Parental Involvement Record Sheet b. Community representatives' training records c. Community representatives' logs
			X.X.1b. Project classrooms will record a total of at least 6,000 contacts with parents, guardians, or relatives in the classroom setting during the 1978-79 project year.	a. Parental Involvement Record Sheet
			X.X.2. Materials identified by the curriculum specialist to complement EBC units will be furnished to all teachers. Spanish language materials will be furnished to teachers instructing in Spanish. English language materials will	a. Documentation of materials sent to schools

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			be furnished to teachers instructing in English.	
			X.X.3. A member of the project supervisory team will visit each classroom an average of at least once per month to insure program implementation.	a. Supervisor's Record of Classroom Visitations
			X.X.4. Demonstration lessons and other types of on-campus inservice activities will be planned and/or conducted by a member of the project staff for each school and documented by a log of these sessions.	a. Documentation of staff development specialist
			X.X.5. New teachers will visit designated classrooms and bilingual resource rooms to observe activities and review materials.	a. Teacher sign-in sheets b. Internship Reaction Form
			(The following objectives relate to the Process Objectives referenced by their numbers.)	
			1.1.7. Preservice and inservice training will be conducted for teachers of kindergarten in oral language development in Spanish for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			2.1.7. Preservice and inservice training	a. Teacher sign-in sheets

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			will be conducted for teachers of kindergarten in oral language development in English for at least 4 hours.	b. Workshop Reaction Form c. Documentation of staff development specialist
			3.1.7. Preservice and inservice training will be conducted for teachers of grades K-1 in reading readiness in Spanish for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			4.1.7. Preservice and inservice training will be conducted for teachers of grades K-1 in reading readiness in English for at least 4 hours.	a. Teacher sign-in sheet b. Workshop Reaction Form c. Documentation of staff development specialist
			9.1.7. Preservice and inservice training will be conducted for teachers of grades 1-5 in Spanish oral language development for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			10.1.7. Preservice and inservice training will be conducted for teachers of grades 1-5 in English oral language development for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			11.1.7. Preservice and inservice training will be conducted for teachers of grades 1-5 in reading in Spanish for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			12.1.7. Preservice and inservice training will be conducted for teachers of grades 1-5 in reading in English for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist

V-C

PROGRAM PLANNING SHEETS

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

1.
NEED: Increase child's oral language skills in Spanish

GRADE LEVEL: K

OUTCOME: Students will demonstrate an increase in Spanish oral language skills.

EVALUATION: A random sample of students will demonstrate a significant gain in oral language skills in Spanish from pretest date (September, 1977) to posttest date (March, 1978) as measured by the PAL Oral Language Dominance Measure (Spanish Subscale). This gain will be greater than that made by non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
1.1. Students in kindergarten will participate in daily Spanish oral language activities using the following core curriculum: The Bilingual Kindergarten -NELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	1.1.1.a. 90% of the monies originally budgeted for non-consumable supplies will be expended or encumbered by January 13, 1978.	1.1.1.a.1. Purchase orders will be completed and approved by December 16, 1977.	1.1.1.a.1.1. Non-consumable supply funds.
	1.1.1.b. 50% of the monies originally budgeted for consumable supplies will be expended or encumbered by January 13, 1978.	1.1.1.b.1. Purchase orders will completed and approved by December 16, 1977.	1.1.1.b.1.1. Consumable supply funds.
	1.1.1.c. 95% of the monies originally budgeted for supplies will be expended or encumbered by March 30, 1978.	1.1.1.c.1. Purchase orders will be completed and approved by February 27, 1978.	1.1.1.c.1.1. Non-consumable supply funds.
	1.1.1.d. 95% of the monies originally budgeted for consumable supplies will be expended or encumbered by March 30, 1978.	1.1.1.d.1. Purchase orders will be completed and approved by February 27, 1978.	1.1.1.d.1.1. Consumable supply funds.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
	1.1.2.a. Each project school will have a core of at least 4 parent volunteers who will receive training and work in project classrooms in a capacity related to instruction at least 3 times during the year.	1.1.2.a.1. The parental involvement specialist and the community representatives will work together to identify, encourage, train, and schedule parent volunteers.	1.1.2.a.1.1. 9 community representatives and a parental involvement specialist.
	1.1.2.b. Project classrooms will record a total of at least 6,000 contacts with parents, guardians, or relatives in the classroom setting during the 1977-78 project year.	1.1.2.b.1. The parental involvement specialist and the community representatives will work together to identify, encourage, train, and schedule parent volunteers.	1.1.2.b.1.1. 9 community representatives and a parental involvement specialist.
	1.1.3.a. Six units for the implementation of an experience-based curriculum during 1977-78 will be produced.	1.1.3.a.1. The curriculum specialist prepare or direct the preparation of appropriate units that will comprise the experience-based curriculum.	1.1.3.a.1.1. Curriculum specialist and funds for purchasing the services of curriculum writers/reproduction of curriculum materials.
	1.1.3.b. Materials identified by the curriculum specialist to complement EBC units will be furnished to all teachers. Spanish language materials will be furnished to teachers instructing in Spanish. English language materials will be furnished to teachers instructing in English.	1.1.3.b.1. The curriculum specialist will identify and/or adapt appropriate materials which will be documented in an inventory of units and resource materials.	1.1.3.b.1.1. Curriculum specialist and funds for purchase and reproduction of curriculum materials.
	1.1.4. A member of the project supervisory team will visit each classroom an average of at least once per month to insure program implementation.	1.1.4.1. Supervisory staff will keep well informed of the current trends in bilingual education, appropriate materials, and effective techniques for classroom management	1.1.4.1.1. 2 instructional specialists, (staff development specialist, curriculum specialist).

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
	1.1.5. Demonstration lessons and other types of on-campus inservice activities will be planned and/or conducted by a member of the project staff for each school and documented by a log of these sessions.	1.1.5.1. The staff development specialist will coordinate the assessment of the inservice needs of each campus and plan appropriate demonstration lessons and other training activities	1.1.5.1.1. Staff development specialist (2 instructional specialists, curriculum specialist).
	1.1.6. New teachers will visit designated classrooms and bilingual resource rooms to observe activities and review materials	1.1.6.1. The staff development specialist will identify demonstration classrooms to be visited, schedule visits, and supervise the visitations.	1.1.6.1.1. Funds for substitutes.
	1.1.7. Pre-service and in-service training will be conducted in oral language development in Spanish for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	1.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	1.1.7.1.1. Staff development specialist, consultants' fees, consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

2.
NEED: Increase child's oral language skills in English

GRADE LEVEL: K

OUTCOME: Students will demonstrate an increase in English oral language skills.

EVALUATION: A random sample of students will demonstrate a significant gain in oral language skills in English from pretest date (September, 1977) to posttest date (March, 1978) as measured by the PAL Oral Language Dominance Measure (English Subtest). This gain will be greater than that for non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
2.1. Students in kindergarten will participate in daily English oral language activities using one or more of the following core curricula: The Bilingual Kindergarten - NELP Beginning Readiness - Lippincott MacMillan Series R - Bank Street Threshold S.W.R.L. - Ginn Early Explorations - Deyoyer Geppert A.I.S.D. Kindergarten Guide Teacher-made/adapted materials When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	2.1.1 through 2.1.7 are the same as 1.1.1 through 1.1.6. 2.1.7. Pre-service and inservice training will be conducted in oral language development in English for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	2.1.1.1 through 2.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 2.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	2.1.1.1.1 through 2.1.6.1.1. are the same as 1.1.1.1.1 through 1.1.6.1.1. 2.1.7.1.1. Staff development specialist, consultants' fees, consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

3.
NEED: Development of Spanish reading readiness skills by Spanish-dominant students.

GRADE LEVEL: K

OUTCOME: Spanish-dominant students will develop reading readiness skills in Spanish.

EVALUATION: The Boehm Test of Basic Concepts, Spanish Edition, will be given in September, 1977 and February, 1978 to all K Spanish-dominant students. Pre/post gains will be sig $<$ .05. The February scores will equal or exceed the mid-year middle socioeconomic norm. (Kindergarten)

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
3.1. Spanish dominant students in kindergarten at the readiness level will participate in reading readiness activities in Spanish using one or more of the following core curricula: The Bilingual Kindergarten - NELP Santillana Serie Bilingue - Santillana B.O.L.a.R. - NELP When questioned, (1) on the average, project teachers will state that these occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	3.1.1 through 2.1.6 are the same as 1.1.1 through 1.1.6.	3.1.1.1 through 2.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	3.1.1.1.1 through 2.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.
	3.1.7. Pre-service and in-service training will be conducted in Spanish reading readiness for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	3.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	3.1.7.1.1. Staff development specialist, consultants' fees, consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

4.
NEED: Development of English reading readiness skills by English-dominant students.

GRADE LEVEL: K-1

OUTCOME: English-dominant students will develop reading readiness skills in English.

EVALUATION: A. The Boehm Test of Basic Concepts, English Edition, will be given in September, 1977 and February, 1978 to all K English-dominant students. Gains will be significant, $p < .05$. The February scores will equal or exceed the mid-year middle socioeconomic norm. (Kindergarten)
B. The California Achievement Test (Reading Subscale) will be administered to first grade students in April, 1978.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
4.4. English-dominant students in grades K-1 at the readiness level will participate in daily reading readiness activities in English using one or more of the following core curricula:	4.1.1 through 2.1.6 are the same as 1.1.1 through 1.1.6.	4.1.1.1 through 2.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	4.1.1.1.1 through 2.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.
Getting a Head Start Program - Houghton Mifflin Getting Ready to Read - Houghton Mifflin Oral English Stepping Stones - Economy Look, Listen, and Learn - Harcourt Brace When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	4.1.7. Pre-service and in-service training will be conducted in English reading readiness for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	4.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	4.1.7.1.1. Staff development specialist, consultants' fees consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

5.
NEED: Development of math readiness in Spanish by Spanish-dominant students. **GRADE LEVEL:** K

OUTCOME: Spanish-dominant students will demonstrate acquisition of math readiness skills through instruction in Spanish.

EVALUATION: The Boehm Test of Basic concepts, Spanish Edition, will be given in September, 1977 to all Spanish-dominant students. The posttest will be given in February, 1978. Gains will be significant, $p < .05$.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
5.1. Spanish-dominant students in kindergarten at the readiness level will participate in daily math readiness activities in Spanish using one or more of the following core curricula: Matemática para la educación pre-primaria - Addison Wesley Adaptations of mathematics materials in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being utilized.	5.1.1 through 5.1.6 are the same as 1.1.1 through 1.1.6.	5.1.1.1 through 5.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	5.1.1.1.1 through 5.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

6.
NEED: Development of math readiness skills in English by English-dominant students. **GRADE LEVEL:** K

OUTCOME: English-dominant students will demonstrate acquisition of math readiness skills through instruction in English.

EVALUATION: The Boehm Test of Basic Concepts, English Edition, will be given in September, 1977, to all English-dominant students. The posttest will be given in February, 1978. Gains will be significant, p.$<$05.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
6.1. English-dominant students in kindergarten at the readiness level will participate in daily math readiness lessons in English using the following core curriculum: Seeing Through Arithmetic - Scott-Foresman When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being used.	6.1.1 through 6.1.6 are the same as 1.1.1 through 1.1.6.	6.1.1.1 through 6.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	6.1.1.1.1 through 6.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

7.

NEED: Development of math skills in Spanish by the Spanish-dominant student. **GRADE LEVEL:** 1-2

OUTCOME: Students receiving math instruction in Spanish will demonstrate gains in math skills in Spanish.

EVALUATION: Students in grades 1-2 will demonstrate significant ($p < .05$) gains in Spanish math skills from pretest date (March, 1977) to posttest date (March, 1978) as measured by the A.I.S.D. Spanish Math Test.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
7.1. Spanish-dominant students in grades 1-2 will participate in daily math lessons in Spanish using one or more of the following core curricula: Matemática de S.B. - Siver Burdett Develop Mathematics Processes - Rand McNally Adaptations of mathematics materials in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	7.1.1 through 7.1.6 are the same as 1.1.1 through 1.1.6.	7.1.1.1 through 7.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	7.1.1.1.1 through 7.1.6.1.1. are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

8.
NEED: Development of math skills in English by the English-dominant students.

GRADE LEVEL: 1-5

OUTCOME: Students receiving math instruction in English will demonstrate gains in math skills in English.

EVALUATION: Students in grades 2-5 will demonstrate significant ($p < .05$) gains in English math skills from pretest date (April, 1977) to posttest date (April, 1978) as measured by the California Achievement Test, Math Subtest. This gain will be greater than that made by non-project students in the same schools.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
8.1. English-dominant students in grades 1-5 will participate in daily math lessons in English using one or more of the following curricula: Mathematics Around Us - Scott-Foresman Developing Mathematics Processes - Rand McNally Modern School Mathematics - Houghton Mifflin When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	8.1.1 through 8.1.6 are the same as 1.1.1 through 1.1.6.	8.1.1.1 through 8.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	8.1.1.1.1 through 8.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

9.
NEED: Development of oral language skills in Spanish (including SSL)

GRADE LEVEL: 1-6

OUTCOME: Students will develop their oral language skills in Spanish.

EVALUATION: No formal evaluation is planned due to the lack of an adequate assessment instrument. Past results of the locally-produced Spanish Oral Comprehension Test have shown that gains from pre- to posttesting have been small and similar to gains made by non-project students. Thus, the SpOCT is no longer administered.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
LSSA 9.1. Students in grades 1-6 will participate in daily oral language development activities in Spanish using one or more of the following core curricula: Hablan los niños - National Textbook Company Hablan mas los niños - National Textbook Company Expresión Oral 1,2,3 (S.O.L.A.R) - NELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	9.1.1 through 9.1.6 are the same as 1.1.1 through 1.1.6.	9.1.1.1 through 9.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	9.1.1.1.1 through 9.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.
	9.1.7. Preservice and inservice training will be conducted for teachers and aides in Spanish oral language for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increases in knowledge or skills being emphasized.	9.1.7.1. Specific inservice needs will be assessed, consultants identified and sessions planned.	9.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

10.
NEED: Development of oral language skills in English (including ESL).

GRADE LEVEL: 1-6

OUTCOME: Students will develop their oral language skills in English.

EVALUATION: A random sample of students will demonstrate a significant gain in oral language skills in English as measured by their reading achievement on the CAT. (See Objective for English reading.) This gain will be greater than that of non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
10.1 LESA Students in grades 1-6 will participate in daily oral language development activities in English using one or more of the following core curricula: LEIR II, III - Encyclopaedia Britannica Educational Corporation C.O.R.E. 1, 2 - Ginn Oral Language 1,2,3,4, (B.O.L.a.R.) - NELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	10.1.1. through 10.1.6 are the same as 1.1.1 through 1.1.6.	10.1.1.1 through 10.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	10.1.1.1.1 through 10.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.
	10.1.7 Preservice and inservice training will be conducted for teachers and aides in English oral language for at least 6 hours.	10.1.7.1 Specific inservice needs will be assessed, consultants identified and sessions planned.	10.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

11.
NEED: Development of Spanish reading skills by Spanish-dominant students and English-dominant students already reading in English. **GRADE LEVEL:** 1-5

OUTCOME: Students receiving Spanish reading instruction will demonstrate gains in Spanish reading.

EVALUATION: A random sample of 2nd-5th grade students receiving Spanish reading instruction will demonstrate a significant ($p < .05$) gain in Spanish reading skills from pretest date (April, 1977) to posttest date (April, 1978) on the Inter American Series-Prueba de Lectura. This gain will be greater than that of non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
11.1. Spanish-dominant students and English-dominant students already reading in English and possessing Spanish oral proficiency will participate in daily Spanish reading instruction using one or more of the following core curricula: Lectura y Escritura (B.O.L.a.R.) 1, 2, 3, 4 Santillana Serie Bilingüe - Santillana Santillana Senda - Santillana Edgewood Readers - D.A.C.B.E. When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	11.1.1 through 11.1.6 are the same as 1.1.1 through 1.1.6.	11.1.1.1 through 11.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	11.1.1.1.1 through 11.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.
	11.1.7 Preservice and inservice training will be conducted for teachers and aides in Spanish reading for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increases in knowledge or skills being emphasized.	11.1.7.1. Specific inservice needs will be assessed, consultants identified and sessions planned.	11.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

12.
NEED: Development of English reading skills by English-dominant students and Spanish-dominant students already reading in Spanish. **GRADE LEVEL:** 1-6

OUTCOME: Students receiving English reading instruction will demonstrate gains in English reading.

EVALUATION: A. 1st grade students will demonstrate development of English reading skills on the AISD Ladder of Skills and/or Guszak's checklist as administered, scored, and recorded by the classroom teacher. No project-wide evaluation will be conducted.
B. Second through 6th grade students will demonstrate significant ($p < .05$) gains in English reading from pretest date (April, 1977) to posttest date (April, 1978) as measured by the California Achievement Test, Reading Subtest. The gains of project students will be greater than those of non-project students in the same schools.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
12.1 English-dominant students and Spanish-dominant students in grades 1-6 already reading in Spanish and possessing English oral proficiency will participate in daily English reading instruction using one or more of the following core curricula: Economy Series Houghton Mifflin Series Harcourt, Brace, Jovanovich Series Hole, Tinehart, and Winston Series MacMillan Series Other series used in special programs When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	12.1.1 through 12.1.6 are the same as 1.1.1 through 1.1.6.	12.1.1.1 through 12.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	12.1.1.1.1 through 12.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.
	12.1.7. Preservice and inservice training will be conducted for teachers and aides in English reading for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 of a maximum possible score of 5.	12.1.7.1. Specific inservice needs will be assessed, consultants identified and sessions planned.	12.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

13.
NEED: Cultural Awareness

GRADE LEVEL: K-6

OUTCOME: Students will become aware of the interdependence of people and cultures, will use their home language in school, and, thus, develop a more positive self-concept and attitude toward school.

EVALUATION: Attainment of this objective will be determined through teacher interviews.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
13.1 Students in grades K-5 will participate in four cutural units, identified by the project staff and/or project teachers. (Unit: a group of lessons teaching one aspect of culture)	13.1.1 through 13.1.6 are the same as 1.1.1 through 1.1.6.	13.1.1.1 through 13.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	13.1.1.1.1 through 13.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

V-D

INFORMATION SOURCES SUMMARY

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. Bilingual Materials Fair Reaction Form.	Principals of Title VII schools.	3-3	Aug. 77	Distribution Statistics.	
2. Boehm Test of Basic Concepts.	All kindergarten students in Title VII schools.	3-2, 7-2, 8-1	Sept. 77 Feb. 78	Analysis of Variance, distribution statistics.	
3. California Achievement Test.	All students in Title VII schools except those receiving bulk of instruction in Spanish.	3-2, 7-2, 8-1	Apr. 78	Multiple regression analysis, analyses of variance, distribution statistics.	
4. Community Representative Activity Monitoring Sheet.	Title VII community aides.	6-3	Dec. 77	Distribution Statistics.	
5. Community Representative's Training Record.	Parents of Title VII students.	6-5	Throughout school year.	Narrative.	
6. Community Representative's Logs.	Title VII community representatives.	6-5, 8-1	Throughout school year.	Narrative.	
7. Documentation of Materials sent to Schools.	Title VII Staff.	5-4, 8-1	Throughout school year.	Narrative.	
8. Documentation of Staff Development Specialist.	Title VII staff development specialist.	8-1	Throughout school year.	Narrative.	
9. Experience-Based Curriculum (EBC) Test.	Sample of project students in K-5.	6-1, 6-2 7-1	Sept. 77 Feb. 78	ANOVAR	

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
10. Instructional Activities Questionnaire	Sample of Title VII teachers.	8-1	Nov. 77	Distribution Statistics.	
11. Internship Reaction Form.	Teachers new to the Title VII Bilingual Project	3-5, 8-1	Oct. - Nov. 77	Distribution Statistics.	
12. Listing of Materials.	Title VII Staff.	5-1	Dec. 78 May 78	Narrative.	
13. On-site Inservice Record	Teachers new to the Title VII Bilingual Project.	3-4	Oct. - Nov. 77	Distribution Statistics.	
14. Oral Language Dominance Measure (PAL)	All prospective Spanish-speaking kindergarteners in the school district in September. Sample of all kindergarten students in Title VII schools in March, 1977.	3-2, 8-1	Sept. 77 Feb. 78	ANOVAR.	
15. Parental Involvement Record Sheet.	Parents of Title VII students.	6-5, 8-1	Throughout school year.	Distribution Statistics.	
16. PAC Sign-in Sheets.	Parents of students in the Title VII Bilingual Project.	6-4	Throughout school year.	Distribution Statistics.	
17. Principals' Interview	Principals of Title VII schools.	2-1, 2-2, 3-2, 3-4, 3-8, 4-1, 5-3	Apr. 78	Distribution Statistics.	

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
18. Principals' Workshop Reaction Form.	Principals of Title VII schools.	3-7	Jul. 77	Distribution Statistics.	
19. Prueba de Lectura	Sample of all students in Title VII schools, 2-5.	3-2, 7-2, 8-1	Feb. 78	Multiple analysis of variance, distribution statistics.	
20. Record of Materials Making Activities.	Title VII teachers.	3-6	Throughout school year.	Distribution Statistics.	
21. Spanish Math Test.	Title VII students receiving math instruction in Spanish K-2.	3-2, 8-1	Mar. 78	ANOVAR.	
22. Staff Interview/ Questionnaire.	Title VII Staff, Department of Elementary Education Staff, and Department of Developmental Programs staff	2-1, 2-2, 2-3, 3-2	Mar. 77	Content coding and distribution statistics.	
23. Supervisor's Record of Classroom Visits.	Title VII supervisors.	4-1, 8-1	Throughout school year.	Distribution Statistics.	
24. Teacher Competency Test.	Title VII teachers.	3-1	Aug. 76 Apr. 77	Repreated measure analysis of variance to examine growth. Correlational analysis to examine relationship to achievement.	
25. Teacher Interview.	Title VII teachers.	3-4, 3-6, 3-8, 4-1, 5-2, 5-3, 8-1	Nov. 77	Distribution Statistics.	

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
26. Teacher Sign-in Sheets.	Title VII teachers.	8-1	Throughout school year.	Distribution Statistics.	
27. Workshop Reaction Forms.	Title VII teachers and aides.	3-1, 3-3, 8-1	Summer, 197	Distribution statistics summarized by workshop and overall.	

V-E
SUMMARY OF DATA TO BE COLLECTED IN THE SCHOOLS

Sep. 19-30	A. Students* 1. Experience-Based Curriculum Tests: Administered to a sample of K-5 project students.
Feb. 14-24	2. Experience-Based Curriculum Tests: Administered to a sample of K-5 project students.
	3. California Achievement Test, Form B: Administered to a sample of students in grades 1-5.
Mar. 27- Apr. 7	4. Spanish Math Test: Administered to all project students in grades 1-2 who received their math instruction in Spanish.
Mar. 6-17	5. Oral Language Dominance Measure (PAL): Administered to a sample of kindergarten students in project schools.
Feb. 27- Mar. 10	6. Prueba de Lectura: Administered to a sample of students in grades 2-5 in project schools.
	B. Teachers
Mar. 13- Apr. 7	1. Teacher Competency Test: All project teachers.
Nov. 1-30 Apr. 1-30	2. Interviews: Scheduled for a sample of project teachers
	3. Questionnaire: Administered to all teachers not interviewed.
	C. Principals
Mar. 1-31	1. Interviews: Scheduled for all Title VII principals.

* Additional data collected by the district-wide testing program and other federal projects evaluation (the Boehm Test of Basic Concepts, the Spanish Screening Test, the Oral Language Dominance Measure (PAL), and the California Achievement Test) will be used in the evaluation of the Title VII Project.

VI

TECHNICAL APPENDICES

Appendix A

ORAL LANGUAGE DOMINANCE MEASURE (PAL)

Instrument Description: Oral Language Dominance Measure (PAL)

Brief description of the instrument:

The PAL was designed to provide an easy to administer instrument for measuring language dominance in both English and Spanish. It is especially appropriate for kindergarten and first grade students, and it is particularly useful as a placement test in bilingual programs. The PAL has 29 items to which the student responds verbally.

To whom was the instrument administered?

Kindergarten students in project schools in September-October, 1977 and a sample of these students in March, 1978.

How many times was the instrument administered?

Twice.

When was the instrument administered?

September-October, 1977 and March 1978.

Where was the instrument administered?

In the school classrooms or library.

Who administered the instrument?

Trained teachers, project staff, and trained personnel hired by the Office of Research and Evaluation.

What training did the administrators have?

One day.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

Scoring is somewhat subjective.

Who developed the instrument?

The El Paso Public Schools.

What reliability and validity data are available on the instrument?

Inter-item correlations calculated using coefficient alpha are .91 for English and .91 for Spanish. Inter-rater correlations range from .71 to .94 for five raters.

Are there norm data available for interpreting the results?

Scores from 1976-77 are available for comparison.

ORAL LANGUAGE DOMINANCE MEASURE (PAL)

Purpose

Language dominance testing was conducted for three purposes -

1. To identify those Spanish-speaking students who are of Limited English Speaking Ability (LESA) and as a result are required by the State and the District to be provided bilingual instruction.

2. To assess students' language facility for instructional placement.

3. To provide data for evaluating student progress in both English and Spanish language development.

In addition, the results of the testing are used by the Special Education Program for determination of the more appropriate language to use in diagnosis.

Procedure

The control and management of the fall language testing in Austin are the responsibility of the District testing program. The posttesting in the spring is an evaluation function of the Title VII Bilingual Project.

In project schools, the Spanish Screening Test was administered to all kindergarten students to identify those who were monolingual English and who would score zero in Spanish on the PAL. From this screening, the kindergarten students to be tested were identified.

Part-time testers were hired and trained to administer and score the PAL. For grades 1,2, and 3, the PAL was administered to all students who had not been previously tested and for whom one of the following was true.

1. The student speaks Spanish.

or 2. The student is thought to speak Spanish (The teacher may suspect that the student speaks Spanish, but the teacher does not have the knowledge to verify this.)

or 3. The school counselor, student's teacher, etc. has no way of knowing whether or not the student speaks Spanish.

Project schools were scheduled for testing at their convenience in September. Some schools and some students who needed make-ups were not tested until October.

Each student was tested individually in a designated location on campus. The completed test forms were then scored and keypunched. Attachment A-1 is an example of the computer printout sent to each project teacher.

Reporting of the results included raw score in both languages, proficiency level in both languages, language dominance category, a suggested oral language program, and suggested areas for instruction in English and in Spanish.

In the spring, a sample of project and non-project kindergarten students will be posttested to measure gains in oral language proficiency in English and Spanish.

Results

Overall, the language dominance testing shows that slightly more than 13% of the project students tested can be described as Spanish dominant. Twenty-five percent more are bilingual (comparable facility in both languages).

Since designating a student as being either bilingual or dominant in a language is somewhat controversial, the results of the dominance testing are being presented in three ways.

First, the dominance categories specified in the PAL manual were used to complete Figure A-1. For each grade, kindergarten through third, the number and percentage of students classified in each of the five categories are listed.

Figure A-2 uses a more statistical method for determining dominance. If a student's score in one language exceeds his score in the other by more than the sum of the standard error of measurements for the English section and the Spanish section, then the student is designated as dominant in the stronger language. Otherwise, the student is designated as bilingual.

Figure A-3 looks at the actual scores in each language rather than their relations to each other. The number and percentage of students scoring within 10 point intervals in each language are presented.

As a way of comparing individual project schools all three of the above tables have been produced for each school. These are included here as Attachments A-2, A-3, and A-4.

Attachment A-2 - Individual School Profiles/PAL Language Categories

Attachment A-3 - Individual School Profiles/Statistical Language Categories

Attachment A-4 - Individual School Profiles/Scores within Intervals

```
                    SCHOOL PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE
                           OFFICE OF RESEARCH AND EVALUATION
                           AUSTIN INDEPENDENT SCHOOL DISTRICT

                                  SCHOOL:  ALL PROJECT SCHOOLS

                             TEST DATE:  SEPTEMBER 1977

*******************************************************************************************************************
*          *                           *                          *                          *                          *                          *
*          *   ENGLISH DOMINANT        *   SPANISH DOMINANT       *       BILINGUAL          *  MORE INFO. NEEDED*      * BOTH SCORES LOW**        *
* GRADE    *                           *                          *                          *                          *                          *
*  LEVEL   * NUMBER     PERCENTAGE     * NUMBER     PERCENTAGE    * NUMBER     PERCENTAGE    * NUMBER     PERCENTAGE    * NUMBER     PERCENTAGE    *
*          *                           *                          *                          *                          *                          *
*******************************************************************************************************************
*          *                           *                          *                          *                          *                          *
*    K     *  310          66.0        *  72           15.0       *  25           5.0        *  44           9.0        *  18           3.0        *
*          *                           *                          *                          *                          *                          *
*******************************************************************************************************************
*          *                           *                          *                          *                          *                          *
*    1     *  77           61.0        *  21           16.0       *  18           14.0       *  7            5.0        *  2            1.0        *
*          *                           *                          *                          *                          *                          *
*******************************************************************************************************************
*          *                           *                          *                          *                          *                          *
*    2     *  86           65.0        *  10           7.0        *  28           21.0       *  6            4.0        *  1            0.0        *
*          *                           *                          *                          *                          *                          *
*******************************************************************************************************************
*          *                           *                          *                          *                          *                          *
*    3     *  64           65.0        *  7            7.0        *  36           21.0       *  5            4.0        *  0            0.0        *
*          *                           *                          *                          *                          *                          *
*******************************************************************************************************************
     TOTAL NUMBER STUDENTS TESTED IN K:   469
     TOTAL NUMBER STUDENTS TESTED IN 1:   125
     TOTAL NUMBER STUDENTS TESTED IN 2:   131
     TOTAL NUMBER STUDENTS TESTED IN 3:   113
     TOTAL NUMBER STUDENTS TESTED IN 4:     0
     TOTAL NUMBER STUDENTS TESTED IN 5:     0

  * BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION

 ** SCORES LOW FOR BOTH LANGUAGES.  CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.
```

Figure A-1   DOMINANCE CATEGORIES FOR ALL PROJECT SCHOOLS (PAL Oral Language Dominance Measure)

OFFICE OF RESEARCH AND EVALUATION   PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977   AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL: PROJECT SUMMARY

		SPANISH DOMINANT		BILINGUAL		ENGLISH DOMINANT	
GRADE	GROUP	NO	0/0	NO	0/0	NO	0/0
K	BILINGUAL	55	24.7	47	21.1	121	54.3
K	TEAM	5	3.1	23	14.5	131	82.4
K	ALL PROJECT	60	15.7	70	18.3	252	66.0
K	NON PROJECT	5	5.7	6	6.9	76	87.4
K	ALL K	65	13.9	76	16.2	328	69.9
1	BILINGUAL	16	30.2	12	22.6	25	47.2
1	TEAM	1	2.3	8	18.6	34	79.1
1	ALL PROJECT	17	17.7	20	20.8	59	61.5
1	NON PROJECT	4	13.8	8	27.6	17	58.6
1	ALL 1	21	16.8	28	22.4	76	60.8
2	BILINGUAL	7	11.1	21	33.3	35	55.6
2	TEAM	1	2.6	12	31.6	25	65.8
2	ALL PROJECT	8	7.9	33	32.7	60	59.4
2	NON PROJECT	2	6.7	4	13.3	24	80.0
2	ALL 2	10	7.6	37	28.2	84	64.1
3	BILINGUAL	4	6.5	29	46.8	29	46.8
3	TEAM	1	3.0	14	42.4	18	54.5
3	ALL PROJECT	5	5.3	43	45.3	47	49.5
3	NON PROJECT	0	0.0	5	27.8	13	72.2
3	ALL 3	5	4.4	48	42.5	60	53.1
K-3	BILINGUAL	82	20.4	109	27.2	210	52.4
K-3	TEAM	8	2.9	57	20.9	208	76.2
K-3	ALL PROJECT	90	13.4	166	24.6	418	62.0
K-3	NON PROJECT	11	6.7	23	14.0	130	79.3
K-3	ALL K-3	101	12.1	189	22.6	548	65.4

Figure A-2   DOMINANCE CATEGORIES, PROJECT SUMMARY (PAL Oral Language Dominance Measure)

ENGLISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0		1-10		11-20		21-30		31-40		41-50		51-60		61-70		71-80		81-90		91-100		MEAN	TOT
			NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
TOTALS	K	BILINGUAL	23	10.3	3	1.3	2	0.9	2	0.9	4	1.8	7	3.1	7	3.1	35	15.7	32	14.3	58	26.0	50	22.4	69.3	223
TOTALS	K	TEAM	1	0.6	1	0.6	0	0.0	0	0.0	1	0.6	3	1.9	5	3.1	15	9.4	23	14.5	54	34.0	56	35.2	83.1	159
TOTALS	K	ALL PROJECT	24	6.3	4	1.0	2	0.5	2	0.5	5	1.3	10	2.6	12	3.1	50	13.1	55	14.4	112	29.3	106	27.7	75.0	382
TOTALS	K	NON PROJECT	3	3.4	0	0.0	0	0.0	0	0.0	3	3.4	6	6.9	7	8.0	3	3.4	15	17.2	25	28.7	25	28.7	76.6	87
TOTALS	K	ALL K	27	5.8	4	0.9	2	0.4	2	0.4	8	1.7	16	3.4	19	4.1	53	11.3	70	14.9	137	29.2	131	27.9	76.6	469
TOTALS	1	BILINGUAL	11	20.8	1	1.9	0	0.0	2	3.8	0	0.0	0	0.0	0	0.0	4	7.5	5	9.4	14	26.4	16	30.2	65.2	53
TOTALS	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3	0	0.0	2	4.7	8	18.6	32	74.4	93.2	43
TOTALS	1	ALL PROJECT	11	11.5	1	1.0	0	0.0	2	2.1	0	0.0	0	0.0	1	1.0	4	4.2	7	7.3	22	22.9	48	50.0	77.7	96
TOTALS	1	NON PROJECT	4	13.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	10.3	9	31.0	13	44.8	77.4	29
TOTALS	1	ALL 1	15	12.0	1	0.8	0	0.0	2	1.6	0	0.0	0	0.0	1	0.8	4	3.2	10	8.0	31	24.8	61	48.8	77.4	125
TOTALS	2	BILINGUAL	5	7.9	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	0	0.0	3	4.8	2	3.2	9	14.3	43	68.3	83.7	63
TOTALS	2	TEAM	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6	6	15.8	30	78.9	92.7	38
TOTALS	2	ALL PROJECT	6	5.9	0	0.0	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0	3	3.0	3	3.0	15	14.9	73	72.3	87.1	101
TOTALS	2	NON PROJECT	1	3.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	6.7	0	0.0	3	10.0	9	30.0	15	50.0	86.5	30
TOTALS	2	ALL 2	7	5.3	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8	2	1.5	3	2.3	6	4.6	24	18.3	88	67.2	86.5	131
TOTALS	3	BILINGUAL	2	3.2	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	1	1.6	0	0.0	3	4.8	18	29.0	37	59.7	89.5	62
TOTALS	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.0	1	3.0	3	9.1	28	84.8	94.2	33
TOTALS	3	ALL PROJECT	2	2.1	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	1	1.1	1	1.1	4	4.2	21	22.1	65	68.4	90.5	95
TOTALS	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	16.7	7	38.9	8	44.4	89.6	18
TOTALS	3	ALL 3	2	1.8	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9	1	0.9	1	0.9	7	6.2	28	24.8	73	64.6	89.6	113
TOTALS	K-3	ALL K-3	41	10.2	4	1.0	2	0.5	4	1.0	4	1.0	9	2.2	8	2.0	42	10.5	42	10.5	99	24.7	146	36.4	74.0	401
TOTALS	K-3	ALL K-3	2	0.7	1	0.4	0	0.0	0	0.0	1	0.4	3	1.1	6	2.2	16	5.9	27	9.9	71	26.0	146	53.5	87.4	273
TOTALS	K-3	ALL K-3	43	6.4	5	0.7	2	0.3	4	0.6	5	0.7	12	1.8	14	2.1	58	8.6	69	10.2	170	25.2	292	43.3	79.4	674
TOTALS	K-3	ALL K-3	8	4.9	0	0.0	0	0.0	0	0.0	3	1.8	6	3.7	9	5.5	3	1.8	24	14.6	50	30.5	61	37.2	79.9	164
TOTALS	K-3	ALL K-3	51	6.1	5	0.6	2	0.2	4	0.5	8	1.0	18	2.1	23	2.7	61	7.3	93	11.1	220	26.3	353	42.1	79.5	838

Figure A-3 RAW SCORE INTERVALS (PAL Oral Language Dominance Measure) (Page 1 of 2)

SPANISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
			NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
TOTALS	K	BILINGUAL	95	42.6	0	0.0	1	0.4	6	2.7	9	4.0	7	3.1	5	2.2	19	8.5	34	15.2	33	14.8	14	6.3	40.9	223
TOTALS	K	TEAM	105	66.0	4	2.5	3	1.9	4	2.5	2	1.3	3	1.9	6	3.8	0	0.0	10	6.3	14	8.8	8	5.0	21.4	159
TOTALS	K	ALL PROJECT	200	52.4	4	1.0	4	1.0	10	2.6	11	2.9	10	2.6	11	2.9	19	5.0	44	11.5	47	12.3	22	5.8	32.8	382
TOTALS	K	NON PROJECT	64	73.6	0	0.0	2	2.3	0	0.0	0	0.0	5	5.9	3	3.4	2	2.3	5	5.7	4	4.6	1	1.1	16.2	87
TOTALS	K	ALL K	264	56.3	4	0.9	6	1.3	10	2.1	11	2.3	16	3.4	14	3.0	21	4.5	49	10.4	51	10.9	23	4.9	16.2	469
TOTALS	1	BILINGUAL	16	30.2	0	0.0	0	0.0	0	0.0	1	1.9	2	3.8	0	0.0	4	7.5	8	15.1	10	18.9	12	22.6	56.4	53
TOTALS	1	TEAM	25	58.1	0	0.0	0	0.0	1	2.3	2	4.7	0	0.0	1	2.3	2	4.7	3	7.0	5	11.6	4	9.3	30.3	43
TOTALS	1	ALL PROJECT	41	42.7	0	0.0	0	0.0	1	1.0	3	3.1	2	2.1	1	1.0	6	6.3	11	11.5	15	15.6	16	16.7	44.7	96
TOTALS	1	NON PROJECT	12	41.4	0	0.0	0	0.0	0	0.0	1	3.4	1	3.4	0	0.0	2	6.9	1	3.4	6	20.7	6	20.7	47.0	29
TOTALS	1	ALL 1	53	42.4	0	0.0	0	0.0	1	0.8	4	3.2	3	2.4	1	0.8	8	6.4	12	9.6	21	16.8	22	17.6	47.0	125
TOTALS	2	BILINGUAL	13	20.6	2	3.2	0	0.0	2	3.2	1	1.6	2	3.2	5	7.9	2	3.2	11	17.5	11	17.5	14	22.2	59.1	63
TOTALS	2	TEAM	16	42.1	2	5.3	0	0.0	1	2.6	0	0.0	1	2.6	0	0.0	0	0.0	2	5.3	5	13.2	11	28.9	45.2	38
TOTALS	2	ALL PROJECT	29	28.7	4	4.0	0	0.0	3	3.0	1	1.0	3	3.0	5	5.0	2	2.0	13	12.9	16	15.8	25	24.8	53.9	101
TOTALS	2	NON PROJECT	22	73.3	0	0.0	0	0.0	0	0.0	1	3.3	0	0.0	0	0.0	1	3.3	2	6.7	2	6.7	2	6.7	20.6	30
TOTALS	2	ALL 2	51	38.9	4	3.1	0	0.0	3	2.3	2	1.5	3	2.3	5	3.8	3	2.3	15	11.5	18	13.7	27	20.6	20.6	131
TOTALS	3	BILINGUAL	12	19.4	0	0.0	2	3.2	0	0.0	1	1.6	5	8.1	3	4.8	3	4.8	2	3.2	17	27.4	17	27.4	62.9	62
TOTALS	3	TEAM	10	30.3	0	0.0	1	3.0	0	0.0	0	0.0	1	3.0	3	9.1	0	0.0	2	6.1	4	12.1	12	36.4	56.9	33
TOTALS	3	ALL PROJECT	22	23.2	0	0.0	3	3.2	0	0.0	1	1.1	6	6.3	6	6.3	3	3.2	4	4.2	21	22.1	29	30.5	60.8	95
TOTALS	3	NON PROJECT	6	33.3	0	0.0	1	5.6	1	5.6	0	0.0	2	11.1	0	0.0	3	16.7	2	11.1	2	11.1	1	5.6	41.4	18
TOTALS	3	ALL 3	28	24.8	0	0.0	4	3.5	1	0.9	1	0.9	8	7.1	6	5.3	6	5.3	6	5.3	23	20.4	30	26.5	41.4	113
TOTALS	K-3	ALL K-3	136	33.9	2	0.5	3	0.7	8	2.0	12	3.0	16	4.0	13	3.2	28	7.0	55	13.7	71	17.7	57	14.2	49.2	401
TOTALS	K-3	ALL K-3	156	57.1	6	2.2	4	1.5	6	2.2	4	1.5	5	1.8	10	3.7	2	0.7	17	6.2	28	10.3	35	12.8	30.4	273
TOTALS	K-3	ALL K-3	292	43.3	8	1.2	7	1.0	14	2.1	16	2.4	21	3.1	23	3.4	30	4.5	72	10.7	99	14.7	92	13.6	41.6	674
TOTALS	K-3	ALL K-3	104	63.4	0	0.0	3	1.8	1	0.6	2	1.2	9	5.5	3	1.8	8	4.9	10	6.1	14	8.5	10	6.1	25.2	164
TOTALS	K-3	ALL K-3	396	47.3	8	1.0	10	1.2	15	1.8	18	2.1	30	3.6	26	3.1	38	4.5	82	9.8	113	13.5	102	12.2	38.4	838

Figure A-3 (continued, Page 2 of 2)

Attachment A-1
Individual PAL Profile
(Page 1 of 3)

132

EXAMPLE - PAL CLASSROOM PROFILE

LANGUAGE LEVEL	TEST SCORE
LEVEL 5	85-100
LEVEL 4	73-84
LEVEL 3	47-72
LEVEL 2	25-46
LEVEL 1	0-24

Sue Gomez scored 0 of 100 possible points on the English part of the PAL. This gives her an English level score of 1.

Sue Gomez scored 98 of 100 possible points on the Spanish part of the PAL. This gives her a Spanish level score of 5.

Sue Gomez' dominant language is Spanish.

CLASSROOM PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

TEST DATE: SEPTEMBER 1976
GRADE: K
TEACHER: VELASQUEZ
SCHOOL: TUCKER ELEMENTARY

	STUDENT NAME	ENGLISH RAW SCORE	LEVEL	SPANISH RAW SCORE	LEVEL	DOMINANT LANGUAGE	ORAL LANGUAGE PROGRAM	LANGUAGE OF INSTRUCTION FOR CONTENT AREAS SPANISH	ENGLISH
1.	GOMEZ, SUE	0	1	98	5	SPANISH	ESL	MATH SCIENCE SOCIAL STUDIES	NONE
2.	SAENZ, GEORGE	75	4	67	3	*	SSL	NONE	MATH SCIENCE SOCIAL STUDIES
3.	ACOSTA, VICTOR	20	1	42	2	**	CONSULTATION	**	**

* BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION.

** SCORES LOW FOR BOTH LANGUAGES. CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.

THESE ORAL LANGUAGE PROGRAMS WERE SUGGESTED BY THE TITLE VII BILINGUAL PROJECT STAFF FOR TITLE VII CLASSES. OTHERS SHOULD CONSULT WITH A STATE PLAN BILINGUAL PROGRAM SUPERVISOR.

ESL = ENGLISH AS A SECOND LANGUAGE

SSL = SPANISH AS A SECOND LANGUAGE

CONSULTATION = CONSULT WITH A BILINGUAL PROGRAM SUPERVISOR

THE PAL CLASSROOM PROFILE

Fall, 1977

1. What information is in the PAL Classroom Profile?

The Classroom Profile for a teacher contains:

(a) test results for the individual students of that teacher, and

(b) recommended instructional plans for these students, based on the test results.

On the reverse side of this sheet is an example of a PAL Classroom Profile. Many of your questions will be answered by simply inspecting this example.

2. Which students are included in the PAL Classroom Profile?

All students who were administered the PAL are included in a PAL Classroom Profile. These include:

(a) all Kindergarten students who were administered the Spanish Screening Test early this fall and who scored 4 or higher, and

(b) all students in grades 1-3 who
  (1) were not tested with the PAL last year, and
  (2) were considered by their teachers to be Spanish-speaking or "possibly" Spanish-speaking.

3. Who should the teacher contact for additional advice on the recommended instructional plans?

Teachers in Title VII schools should contact the Title VII Project staff member who is assigned to that school.

Teachers in non-Title VII schools contact the District Office of Bilingual Education.

(These recommendations for instructional plans have been made by the Title VII staff, not by the Office of Research and Evaluation. Please do not call the Office of Research and Evaluation about these recommendations.)

4. **What additional reports of PAL testing can we expect?**

In addition to this classroom profile, two subsequent reports of PAL results are forthcoming:

1. **School-wide reports, summarizing the PAL results for each grade (K-3) within a school.**

2. **Stickers to place in each student's cumulative folder, for those students who have taken the PAL in the last three years.**

Attachment A-1 (continued, Page 3 of 3)

Attachment A-2

INDIVIDUAL SCHOOL PROFILES/PAL LANGUAGE CATEGORIES
(Page 1 of 9)

SCHOOL PROFILE--PAL ORAL LANGUAGE DOMINANCE MEASURE
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL: ALLISON

TEST DATE: SEPTEMBER 1977

GRADE LEVEL	ENGLISH DOMINANT		SPANISH DOMINANT		BILINGUAL		MORE INFO. NEEDED*		BOTH SCORES LOW**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
K	39	59.0	9	13.0	4	6.0	9	13.0	5	7.0
1	7	63.0	3	27.0	1	9.0	0	0.0	0	0.0
2	25	71.0	2	5.0	8	22.0	0	0.0	0	0.0
3	3	27.0	1	9.0	5	45.0	2	18.0	0	0.0

TOTAL NUMBER STUDENTS TESTED IN K: 66
TOTAL NUMBER STUDENTS TESTED IN 1: 11
TOTAL NUMBER STUDENTS TESTED IN 2: 35
TOTAL NUMBER STUDENTS TESTED IN 3: 11
TOTAL NUMBER STUDENTS TESTED IN 4: 0
TOTAL NUMBER STUDENTS TESTED IN 5: 0

* BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION.

** SCORES LOW FOR BOTH LANGUAGES. CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.

A-12

Attachment A-2 (continued, Page 2 of 9)

SCHOOL PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL: BECKER

TEST DATE: SEPTEMBER 1977

GRADE LEVEL	ENGLISH DOMINANT		SPANISH DOMINANT		BILINGUAL		MORE INFO. NEEDED*		BOTH SCORES LOW**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
K	36	76.0	7	14.0	0	0.0	4	8.0	0	0.0
1	19	86.0	0	0.0	3	13.0	0	0.0	0	0.0
2	10	71.0	0	0.0	4	28.0	0	0.0	0	0.0
3	4	80.0	0	0.0	1	20.0	0	0.0	0	0.0

TOTAL NUMBER STUDENTS TESTED IN K: 47
TOTAL NUMBER STUDENTS TESTED IN 1: 22
TOTAL NUMBER STUDENTS TESTED IN 2: 14
TOTAL NUMBER STUDENTS TESTED IN 3: 5
TOTAL NUMBER STUDENTS TESTED IN 4: 0
TOTAL NUMBER STUDENTS TESTED IN 5: 0

* BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION

** SCORES LOW FOR BOTH LANGUAGES. CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.

Attachment A-2 (continued, Page 3 of 9)

SCHOOL PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL: BECKER

TEST DATE: SEPTEMBER 1977

GRADE LEVEL	ENGLISH DOMINANT		SPANISH DOMINANT		BILINGUAL		MORE INFO. NEEDED*		BOTH SCORES LOW**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
K	42	73.0	5	8.0	3	5.0	5	3.0	2	3.0
1	5	29.0	6	35.0	6	35.0	0	0.0	0	0.0
2	12	75.0	0	0.0	2	12.0	2	12.0	0	0.0
3	12	48.0	0	0.0	13	52.0	0	0.0	0	0.0

TOTAL NUMBER STUDENTS TESTED IN K: 57
TOTAL NUMBER STUDENTS TESTED IN 1: 17
TOTAL NUMBER STUDENTS TESTED IN 2: 16
TOTAL NUMBER STUDENTS TESTED IN 3: 25
TOTAL NUMBER STUDENTS TESTED IN 4: 0
TOTAL NUMBER STUDENTS TESTED IN 5: 0

* BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION

** SCORES LOW FOR BOTH LANGUAGES. CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.

Attachment A-2 **(continued, Page 4 of 9)**

SCHOOL PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL: GOVALLE

TEST DATE: SEPTEMBER 1977

GRADE LEVEL	ENGLISH DOMINANT		SPANISH DOMINANT		BILINGUAL		MORE INFO. NEEDED*		BOTH SCORES LOW**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
K	33	51.0	14	21.0	0	0.0	12	18.0	5	7.0
1	15	55.0	5	18.0	0	0.0	5	18.0	2	7.0
2	8	50.0	3	18.0	0	0.0	4	25.0	1	6.0
3	19	70.0	1	3.0	3	11.0	4	14.0	0	0.0

TOTAL NUMBER STUDENTS TESTED IN K: 64
TOTAL NUMBER STUDENTS TESTED IN 1: 27
TOTAL NUMBER STUDENTS TESTED IN 2: 16
TOTAL NUMBER STUDENTS TESTED IN 3: 27
TOTAL NUMBER STUDENTS TESTED IN 4: 0
TOTAL NUMBER STUDENTS TESTED IN 5: 0

* BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION

** SCORES LOW FOR BOTH LANGUAGES. CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.

Attachment A-2 (continued, Page 5 of 9)

```
                    SCHOOL PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE
                         OFFICE OF RESEARCH AND EVALUATION
                         AUSTIN INDEPENDENT SCHOOL DISTRICT

                                 SCHOOL:  METZ

                            TEST DATE:  SEPTEMBER 1977

***************************************************************************************************************
*          *                          *                          *                          *                          *                          *
*          *     ENGLISH DOMINANT     *     SPANISH DOMINANT     *        BILINGUAL         *   MORE INFO. NEEDED*     *   BOTH SCORES LOW**      *
* GRADE    *                          *                          *                          *                          *                          *
*  LEVEL   * NUMBER     PERCENTAGE    * NUMBER     PERCENTAGE    * NUMBER     PERCENTAGE    * NUMBER     PERCENTAGE    * NUMBER     PERCENTAGE    *
*          *                          *                          *                          *                          *                          *
***************************************************************************************************************
*          *                          *                          *                          *                          *                          *
*    K     *   33          56.0       *   14          24.0       *    4           6.0       *    2           3.0       *    5           8.0       *
*          *                          *                          *                          *                          *                          *
***************************************************************************************************************
*          *                          *                          *                          *                          *                          *
*    1     *    9          69.0       *    2          15.0       *    2          15.0       *    0           0.0       *    0           0.0       *
*          *                          *                          *                          *                          *                          *
***************************************************************************************************************
*          *                          *                          *                          *                          *                          *
*    2     *    0           0.0       *    1          50.0       *    1          50.0       *    0           0.0       *    0           0.0       *
*          *                          *                          *                          *                          *                          *
***************************************************************************************************************
   TOTAL NUMBER STUDENTS TESTED IN K:    58
   TOTAL NUMBER STUDENTS TESTED IN 1:    13
   TOTAL NUMBER STUDENTS TESTED IN 2:     2
   TOTAL NUMBER STUDENTS TESTED IN 3:     0
   TOTAL NUMBER STUDENTS TESTED IN 4:     0
   TOTAL NUMBER STUDENTS TESTED IN 5:     0

   * BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION

  ** SCORES LOW FOR BOTH LANGUAGES.  CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.
```

A-16

Attachment A-2 (continued, Page 6 of 9)

SCHOOL PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL: ORTEGA

TEST DATE: SEPTEMBER 1977

GRADE LEVEL	ENGLISH DOMINANT		SPANISH DOMINANT		BILINGUAL		MORE INFO. NEEDED*		BOTH SCORES LOW**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
K	17	80.0	1	4.0	1	4.0	2	9.0	0	0.0
1	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0
2	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
3	5	83.0	0	0.0	1	16.0	0	0.0	0	0.0

TOTAL NUMBER STUDENTS TESTED IN K: 21
TOTAL NUMBER STUDENTS TESTED IN 1: 2
TOTAL NUMBER STUDENTS TESTED IN 2: 1
TOTAL NUMBER STUDENTS TESTED IN 3: 6
TOTAL NUMBER STUDENTS TESTED IN 4: 0
TOTAL NUMBER STUDENTS TESTED IN 5: 0

* BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION

** SCORES LOW FOR BOTH LANGUAGES. CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.

Attachment A-2 (continued, Page 7 of 9)

SCHOOL PROFILE--PAL ORAL LANGUAGE DOMINANCE MEASURE
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOOL: SANCHEZ

TEST DATE: SEPTEMBER 1977

GRADE LEVEL	ENGLISH DOMINANT		SPANISH DOMINANT		BILINGUAL		MORE INFO. NEEDED*		BOTH SCORES LOW**	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
K	37	60.0	10	16.0	8	13.0	4	6.0	2	3.0
1	14	60.0	5	21.0	4	17.0	0	0.0	0	0.0
2	20	57.0	4	11.0	11	31.0	0	0.0	0	0.0
3	11	45.0	4	16.0	9	37.0	0	0.0	0	0.0

TOTAL NUMBER STUDENTS TESTED IN K: 61
TOTAL NUMBER STUDENTS TESTED IN 1: 23
TOTAL NUMBER STUDENTS TESTED IN 2: 35
TOTAL NUMBER STUDENTS TESTED IN 3: 24
TOTAL NUMBER STUDENTS TESTED IN 4: 0
TOTAL NUMBER STUDENTS TESTED IN 5: 0

* BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION.

** SCORES LOW FOR BOTH LANGUAGES. CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.

Attachment A-2 (continued, Page 8 of 9)

```
                        SCHOOL PROFILE-PAL ORAL LANGUAGE DOMINANCE MEASURE
                                OFFICE OF RESEARCH AND EVALUATION
                                AUSTIN INDEPENDENT SCHOOL DISTRICT

                                        SCHOOL:  ZAVALA

                                   TEST DATE:  SEPTEMBER 1977

******************************************************************************************************************************
*           *                           *                           *                           *                           *                           *
*           *  ENGLISH DOMINANT         *  SPANISH DOMINANT         *        BILINGUAL          *  MORE INFO. NEEDED*       *  BOTH SCORES LOW**        *
* GRADE     *                           *                           *                           *                           *                           *
*  LEVEL    * NUMBER    PERCENTAGE      * NUMBER    PERCENTAGE      * NUMBER    PERCENTAGE      * NUMBER    PERCENTAGE      * NUMBER    PERCENTAGE      *
*           *                           *                           *                           *                           *                           *
******************************************************************************************************************************
*           *                           *                           *                           *                           *                           *
*    K      *   36          65.0        *   11          20.0        *    1           1.0        *    6          10.0        *    1           1.0        *
*           *                           *                           *                           *                           *                           *
******************************************************************************************************************************
    TOTAL NUMBER STUDENTS TESTED IN K:   55
    TOTAL NUMBER STUDENTS TESTED IN 1:    0
    TOTAL NUMBER STUDENTS TESTED IN 2:    0
    TOTAL NUMBER STUDENTS TESTED IN 3:    0
    TOTAL NUMBER STUDENTS TESTED IN 4:    0
    TOTAL NUMBER STUDENTS TESTED IN 5:    0

   * BEGIN READING INSTRUCTION IN THE LANGUAGE FOR WHICH THE RAW SCORE IS HIGHER AND/OR TEACHER RECOMMENDATION

  ** SCORES LOW FOR BOTH LANGUAGES.  CONSULTATION NECESSARY WITH PRINCIPAL, SUPERVISOR, AND/OR PARENT.
```

Attachment A-2 (continued, Page 9 of 9)

Attachment A-3
Individual School Profiles
Statistical Language Categories
(Page 1 of 10)

SCHOOL: ALLISON

GRADE	GROUP	SPANISH DOMINANT NO	SPANISH DOMINANT 0/0	BILINGUAL NO	BILINGUAL 0/0	ENGLISH DOMINANT NO	ENGLISH DOMINANT 0/0
K	BILINGUAL	1	6.7	3	20.0	11	73.3
K	TEAM	2	7.4	5	18.5	20	74.1
K	ALL PROJECT	3	7.1	8	19.0	31	73.8
K	NON PROJECT	5	20.8	3	12.5	16	66.7
K	ALL K	8	12.1	11	16.7	47	71.2
1	BILINGUAL	3	42.9	1	14.3	3	42.9
1	TEAM	0	0.0	0	0.0	4	100.0
1	ALL PROJECT	3	27.3	1	9.1	7	63.6
1	NON PROJECT	0	0.0	0	0.0	0	0.0
1	ALL 1	3	27.3	1	9.1	7	63.6
2	BILINGUAL	2	11.1	4	22.2	12	66.7
2	TEAM	0	0.0	4	33.3	8	66.7
2	ALL PROJECT	2	6.7	8	26.7	20	66.7
2	NON PROJECT	0	0.0	0	0.0	5	100.0
2	ALL 2	2	5.7	8	22.9	25	71.4
3	BILINGUAL	0	0.0	5	62.5	3	37.5
3	TEAM	0	0.0	1	100.0	0	0.0
3	ALL PROJECT	0	0.0	6	66.7	3	33.3
3	NON PROJECT	0	0.0	0	0.0	2	100.0
3	ALL 3	0	0.0	6	54.5	5	45.5
K-3	BILINGUAL	6	12.5	13	27.1	29	60.4
K-3	TEAM	2	4.5	10	22.7	32	72.7
K-3	ALL PROJECT	8	8.7	23	25.0	61	66.3
K-3	NON PROJECT	5	16.1	3	9.7	23	74.2
K-3	ALL K-3	13	10.6	26	21.1	84	68.3

SCHOOL: BECKER

GRADE	GROUP	SPANISH DOMINANT NO	SPANISH DOMINANT O/O	BILINGUAL NO	BILINGUAL O/O	ENGLISH DOMINANT NO	ENGLISH DOMINANT O/O
K	BILINGUAL	7	35.0	3	15.0	10	50.0
K	TEAM	0	0.0	0	0.0	10	100.0
K	ALL PROJECT	7	23.3	3	10.0	20	66.7
K	NON PROJECT	0	0.0	0	0.0	17	100.0
K	ALL K	7	14.9	3	6.4	37	78.7
1	BILINGUAL	0	0.0	1	12.5	7	87.5
1	TEAM	0	0.0	1	16.7	5	83.3
1	ALL PROJECT	0	0.0	2	14.3	12	85.7
1	NON PROJECT	0	0.0	1	12.5	7	87.5
1	ALL 1	0	0.0	3	13.6	19	86.4
2	BILINGUAL	0	0.0	1	20.0	4	80.0
2	TEAM	0	0.0	2	66.7	1	33.3
2	ALL PROJECT	0	0.0	3	37.5	5	62.5
2	NON PROJECT	0	0.0	1	16.7	5	83.3
2	ALL 2	0	0.0	4	28.6	10	71.4
3	BILINGUAL	0	0.0	0	0.0	0	0.0
3	TEAM	0	0.0	0	0.0	2	100.0
3	ALL PROJECT	0	0.0	0	0.0	2	100.0
3	NON PROJECT	0	0.0	1	33.3	2	66.7
3	ALL 3	0	0.0	1	20.0	4	80.0
K-3	BILINGUAL	7	21.2	5	15.2	21	63.6
K-3	TEAM	0	0.0	3	14.3	18	85.7
K-3	ALL PROJECT	7	13.0	8	14.8	39	72.2
K-3	NON PROJECT	0	0.0	3	8.8	31	91.2
K-3	ALL K-3	7	8.0	11	12.5	70	79.5

SCHOOL: BROOKE

GRADE	GROUP	SPANISH DOMINANT NO	SPANISH DOMINANT 0/0	BILINGUAL NO	BILINGUAL 0/0	ENGLISH DOMINANT NO	ENGLISH DOMINANT 0/0
K	BILINGUAL	2	5.6	6	16.7	28	77.8
K	TEAM	1	4.8	3	14.3	17	81.0
K	ALL PROJECT	3	5.3	9	15.8	45	78.9
K	NON PROJECT	0	0.0	0	0.0	0	0.0
K	ALL K	3	5.3	9	15.8	45	78.9
1	BILINGUAL	0	0.0	0	0.0	0	0.0
1	TEAM	1	16.7	2	33.3	3	50.0
1	ALL PROJECT	1	16.7	2	33.3	3	50.0
1	NON PROJECT	4	36.4	6	54.5	1	9.1
1	ALL 1	5	29.4	8	47.1	4	23.5
2	BILINGUAL	0	0.0	5	31.3	11	68.8
2	TEAM	0	0.0	0	0.0	0	0.0
2	ALL PROJECT	0	0.0	5	31.3	11	68.8
2	NON PROJECT	0	0.0	0	0.0	0	0.0
2	ALL 2	0	0.0	5	31.3	11	68.8
3	BILINGUAL	0	0.0	6	54.5	5	45.5
3	TEAM	0	0.0	8	57.1	6	42.9
3	ALL PROJECT	0	0.0	14	56.0	11	44.0
3	NON PROJECT	0	0.0	0	0.0	0	0.0
3	ALL 3	0	0.0	14	56.0	11	44.0
K-3	BILINGUAL	2	3.2	17	27.0	44	69.8
K-3	TEAM	2	4.9	13	31.7	26	63.4
K-3	ALL PROJECT	4	3.8	30	28.8	70	67.3
K-3	NON PROJECT	4	36.4	6	54.5	1	9.1
K-3	ALL K-3	8	7.0	36	31.3	71	61.7

Attachment A- 3 (continued, Page 4 of 10)

SCHOOL: DAWSON

		SPANISH DOMINANT		BILINGUAL		ENGLISH DOMINANT	
GRADE	GROUP	NO	0/0	NO	0/0	NO	0/0
K	BILINGUAL	0	0.0	2	13.3	13	86.7
K	TEAM	0	0.0	3	25.0	9	75.0
K	ALL PROJECT	0	0.0	5	18.5	22	81.5
K	NON PROJECT	0	0.0	1	5.9	16	94.1
K	ALL K	0	0.0	6	13.6	38	86.4
1	BILINGUAL	0	0.0	1	33.3	2	66.7
1	TEAM	0	0.0	1	25.0	3	75.0
1	ALL PROJECT	0	0.0	2	28.6	5	71.4
1	NON PROJECT	0	0.0	0	0.0	3	100.0
1	ALL 1	0	0.0	2	20.0	8	80.0
2	BILINGUAL	0	0.0	0	0.0	0	0.0
2	TEAM	0	0.0	0	0.0	0	0.0
2	ALL PROJECT	0	0.0	0	0.0	0	0.0
2	NON PROJECT	1	8.3	2	16.7	9	75.0
2	ALL 2	1	8.3	2	16.7	9	75.0
3	BILINGUAL	0	0.0	4	44.4	5	55.6
3	TEAM	0	0.0	1	50.0	1	50.0
3	ALL PROJECT	0	0.0	5	45.5	6	54.5
3	NON PROJECT	0	0.0	0	0.0	4	100.0
3	ALL 3	0	0.0	5	33.3	10	66.7
K-3	BILINGUAL	0	0.0	7	25.9	20	74.1
K-3	TEAM	0	0.0	5	27.8	13	72.2
K-3	ALL PROJECT	0	0.0	12	26.7	33	73.3
K-3	NON PROJECT	1	2.8	3	8.3	32	88.9
K-3	ALL K-3	1	1.2	15	18.5	65	80.2

SCHOOL: GOVALLE

GRADE	GROUP	SPANISH DOMINANT NO	SPANISH DOMINANT 0/0	BILINGUAL NO	BILINGUAL 0/0	ENGLISH DOMINANT NO	ENGLISH DOMINANT 0/0
K	BILINGUAL	12	24.0	11	22.0	27	54.0
K	TEAM	0	0.0	0	0.0	0	0.0
K	ALL PROJECT	12	24.0	11	22.0	27	54.0
K	NON PROJECT	0	0.0	1	7.1	13	92.9
K	ALL K	12	18.8	12	18.8	40	62.5
1	BILINGUAL	6	30.0	5	25.0	9	45.0
1	TEAM	0	0.0	0	0.0	0	0.0
1	ALL PROJECT	6	30.0	5	25.0	9	45.0
1	NON PROJECT	0	0.0	1	14.3	6	85.7
1	ALL 1	6	22.2	6	22.2	15	55.6
2	BILINGUAL	2	22.2	5	55.6	2	22.2
2	TEAM	0	0.0	0	0.0	0	0.0
2	ALL PROJECT	2	22.2	5	55.6	2	22.2
2	NON PROJECT	1	14.3	1	14.3	5	71.4
2	ALL 2	3	18.8	6	37.5	7	43.8
3	BILINGUAL	1	5.3	8	42.1	10	52.6
3	TEAM	0	0.0	0	0.0	0	0.0
3	ALL PROJECT	1	5.3	8	42.1	10	52.6
3	NON PROJECT	0	0.0	4	50.0	4	50.0
3	ALL 3	1	3.7	12	44.4	14	51.9
K-3	BILINGUAL	21	21.4	29	29.6	48	49.0
K-3	TEAM	0	0.0	0	0.0	0	0.0
K-3	ALL PROJECT	21	21.4	29	29.6	48	49.0
K-3	NON PROJECT	1	2.8	7	19.4	28	77.8
K-3	ALL K-3	22	16.4	36	26.9	76	56.7

Attachment A-3   (continued, Page 6 of 10)

SCHOOL: METZ

GRADE	GROUP	SPANISH DOMINANT NO	SPANISH DOMINANT 0/0	BILINGUAL NO	BILINGUAL 0/0	ENGLISH DOMINANT NO	ENGLISH DOMINANT 0/0
K	BILINGUAL	14	73.7	5	26.3	0	0.0
K	TEAM	1	4.0	3	12.0	21	84.0
K	ALL PROJECT	15	34.1	8	18.2	21	47.7
K	NON PROJECT	0	0.0	0	0.0	11	100.0
K	ALL K	15	27.3	8	14.5	32	58.2
1	BILINGUAL	2	25.0	2	25.0	4	50.0
1	TEAM	0	0.0	0	0.0	5	100.0
1	ALL PROJECT	2	15.4	2	15.4	9	69.2
1	NON PROJECT	0	0.0	0	0.0	0	0.0
1	ALL 1	2	15.4	2	15.4	9	69.2
2	BILINGUAL	1	50.0	1	50.0	0	0.0
2	TEAM	0	0.0	0	0.0	0	0.0
2	ALL PROJECT	1	50.0	1	50.0	0	0.0
2	NON PROJECT	0	0.0	0	0.0	0	0.0
2	ALL 2	1	50.0	1	50.0	0	0.0
K-3	BILINGUAL	17	58.6	8	27.6	4	13.8
K-3	TEAM	1	3.3	3	10.0	26	86.7
K-3	ALL PROJECT	18	30.5	11	18.6	30	50.8
K-3	NON PROJECT	0	0.0	0	0.0	11	100.0
K-3	ALL K-3	18	25.7	11	15.7	41	58.6

Attachment A-3 (continued, Page 7 of 10)

SCHOOL: ORTEGA

		SPANISH DOMINANT		BILINGUAL		ENGLISH DOMINANT	
GRADE	GROUP	NO	0/0	NO	0/0	NO	0/0
K	BILINGUAL	0	0.0	2	13.3	13	86.7
K	TEAM	1	50.0	0	0.0	1	50.0
K	ALL PROJECT	1	5.9	2	11.8	14	82.4
K	NON PROJECT	0	0.0	1	25.0	3	75.0
K	ALL K	1	4.8	3	14.3	17	81.0
1	BILINGUAL	0	0.0	0	0.0	0	0.0
1	TEAM	0	0.0	2	100.0	0	0.0
1	ALL PROJECT	0	0.0	2	100.0	0	0.0
1	NON PROJECT	0	0.0	0	0.0	0	0.0
1	ALL 1	0	0.0	2	100.0	0	0.0
2	BILINGUAL	0	0.0	0	0.0	0	0.0
2	TEAM	0	0.0	0	0.0	1	100.0
2	ALL PROJECT	0	0.0	0	0.0	1	100.0
2	NON PROJECT	0	0.0	0	0.0	0	0.0
2	ALL 2	0	0.0	0	0.0	1	100.0
3	BILINGUAL	0	0.0	1	33.3	2	66.7
3	TEAM	0	0.0	1	50.0	1	50.0
3	ALL PROJECT	0	0.0	2	40.0	3	60.0
3	NON PROJECT	0	0.0	0	0.0	1	100.0
3	ALL 3	0	0.0	2	33.3	4	66.7
K-3	BILINGUAL	0	0.0	3	16.7	15	83.3
K-3	TEAM	1	14.3	3	42.9	3	42.9
K-3	ALL PROJECT	1	4.0	6	24.0	18	72.0
K-3	NON PROJECT	0	0.0	1	20.0	4	80.0
K-3	ALL K-3	1	3.3	7	23.3	22	73.3

SCHOOL: SANCHEZ

GRADE	GROUP	SPANISH DOMINANT NO	SPANISH DOMINANT 0/0	BILINGUAL NO	BILINGUAL 0/0	ENGLISH DOMINANT NO	ENGLISH DOMINANT 0/0
K	BILINGUAL	7	19.4	10	27.8	19	52.8
K	TEAM	0	0.0	7	29.2	17	70.8
K	ALL PROJECT	7	11.7	17	28.3	36	60.0
K	NON PROJECT	0	0.0	0	0.0	0	0.0
K	ALL K	7	11.7	17	28.3	36	60.0
1	BILINGUAL	5	71.4	2	28.6	0	0.0
1	TEAM	0	0.0	2	12.5	14	87.5
1	ALL PROJECT	5	21.7	4	17.4	14	60.9
1	NON PROJECT	0	0.0	0	0.0	0	0.0
1	ALL 1	5	21.7	4	17.4	14	60.9
2	BILINGUAL	2	15.4	5	38.5	6	46.2
2	TEAM	1	4.5	6	27.3	15	68.2
2	ALL PROJECT	3	8.6	11	31.4	21	60.0
2	NON PROJECT	0	0.0	0	0.0	0	0.0
2	ALL 2	3	8.6	11	31.4	21	60.0
3	BILINGUAL	3	25.0	5	41.7	4	33.3
3	TEAM	1	8.3	3	25.0	8	66.7
3	ALL PROJECT	4	16.7	8	33.3	12	50.0
3	NON PROJECT	0	0.0	0	0.0	0	0.0
3	ALL 3	4	16.7	8	33.3	12	50.0
K-3	BILINGUAL	17	25.0	22	32.4	29	42.6
K-3	TEAM	2	2.7	18	24.3	54	73.0
K-3	ALL PROJECT	19	13.4	40	28.2	83	58.5
K-3	NON PROJECT	0	0.0	0	0.0	0	0.0
K-3	ALL K-3	19	13.4	40	28.2	83	58.5

(continued, Page 9 of 10)

SCHOOL: ZAVALA

GRADE	GROUP	SPANISH DOMINANT NO	SPANISH DOMINANT 0/0	BILINGUAL NO	BILINGUAL 0/0	ENGLISH DOMINANT NO	ENGLISH DOMINANT 0/0
K	BILINGUAL	12	70.6	5	29.4	0	0.0
K	TEAM	0	0.0	2	5.3	36	94.7
K	ALL PROJECT	12	21.8	7	12.7	36	65.5
K	NON PROJECT	0	0.0	0	0.0	0	0.0
K	ALL K	12	21.8	7	12.7	36	65.5
K-3	BILINGUAL	12	70.6	5	29.4	0	0.0
K-3	TEAM	0	0.0	2	5.3	36	94.7
K-3	ALL PROJECT	12	21.8	7	12.7	36	65.5
K-3	NON PROJECT	0	0.0	0	0.0	0	0.0
K-3	ALL K-3	12	21.8	7	12.7	36	65.5

Attachment A-4

INDIVIDUAL SCHOOL PROFILES/SCORES WITHIN INTERVALS
(Page 1 of 19)

172

ENGLISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
ALLISON	K	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	1	6.7	3	20.0	5	33.3	5	33.3	84.4	15
ALLISON	K	TEAM	1	3.7	0	0.0	0	0.0	0	0.0	0	0.0	1	3.7	1	3.7	4	14.8	2	7.4	10	37.0	8	29.6	79.1	27
ALLISON	K	ALL PROJECT	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	1	2.4	2	4.8	5	11.9	5	11.9	15	35.7	13	31.0	81.0	42
ALLISON	K	NON PROJECT	3	12.5	0	0.0	0	0.0	0	0.0	2	8.3	3	12.5	2	8.3	0	0.0	5	20.8	6	25.0	3	12.5	62.4	24
ALLISON	K	ALL K	4	6.1	0	0.0	0	0.0	0	0.0	2	3.0	4	6.1	4	6.1	5	7.6	10	15.2	21	31.8	16	24.2	62.4	66
ALLISON	1	BILINGUAL	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0	2	28.6	1	14.3	57.3	7
ALLISON	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0	98.5	4
ALLISON	1	ALL PROJECT	2	18.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	18.2	0	0.0	2	18.2	5	45.5	72.3	11
ALLISON	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ALLISON	1	ALL 1	2	18.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	18.2	0	0.0	2	18.2	5	45.5	0.0	11
ALLISON	2	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	11.1	1	5.6	1	5.6	14	77.8	89.7	18
ALLISON	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	2	16.7	9	75.0	92.8	12
ALLISON	2	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	6.7	2	6.7	3	10.0	23	76.7	90.9	30
ALLISON	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	40.0	2	40.0	1	20.0	84.4	5
ALLISON	2	ALL 2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	5.7	4	11.4	5	14.3	24	68.6	84.4	35
ALLISON	3	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0	96.0	8
ALLISON	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	80.0	1
ALLISON	3	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0	8	88.9	94.2	9
ALLISON	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	82.5	2
ALLISON	3	ALL 3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	2	18.2	8	72.7	82.5	11
ALLISON	K-3	ALL K-3	2	4.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.1	5	10.4	4	8.3	8	16.7	28	58.3	84.4	48
ALLISON	K-3	ALL K-3	1	2.3	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3	1	2.3	4	9.1	4	9.1	12	27.3	21	47.7	84.6	44
ALLISON	K-3	ALL K-3	3	3.3	0	0.0	0	0.0	0	0.0	0	0.0	1	1.1	2	2.2	9	9.8	8	8.7	20	21.7	49	53.3	84.5	92
ALLISON	K-3	ALL K-3	3	9.7	0	0.0	0	0.0	0	0.0	2	6.5	3	9.7	2	6.5	0	0.0	7	22.6	10	32.3	4	12.9	67.2	31
ALLISON	K-3	ALL K-3	6	4.9	0	0.0	0	0.0	0	0.0	2	1.6	4	3.3	4	3.3	9	7.3	15	12.2	30	24.4	53	43.1	80.1	123

OFFICE OF RESEARCH AND EVALUATION PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977 AUSTIN INDEPENDENT SCHOOL DISTRICT

ENGLISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN SCORE	TOT NO
			NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0		
BECKER	K	BILINGUAL	3	15.0	0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	0	0.0	3	15.0	3	15.0	5	25.0	4	20.0	66.0	20
BECKER	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	20.0	1	10.0	3	30.0	4	40.0	82.8	10
BECKER	K	ALL PROJECT	3	10.0	0	0.0	0	0.0	0	0.0	0	0.0	2	6.7	0	0.0	5	16.7	4	13.3	8	26.7	8	26.7	71.6	30
BECKER	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	17.6	7	41.2	7	41.2	88.4	17
BECKER	K	ALL K	3	6.4	0	0.0	0	0.0	0	0.0	0	0.0	2	4.3	0	0.0	5	10.6	7	14.9	15	31.9	15	31.9	88.4	47
BECKER	1	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	7	87.5	94.9	8
BECKER	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	33.3	4	66.7	93.7	6
BECKER	1	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	21.4	11	78.6	94.4	14
BECKER	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	4	50.0	3	37.5	88.0	8
BECKER	1	ALL 1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.5	7	31.8	14	63.6	88.0	22
BECKER	2	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0	97.4	5
BECKER	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	99.3	3
BECKER	2	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0	98.1	8
BECKER	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	33.3	4	66.7	95.2	6
BECKER	2	ALL 2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	14.3	12	85.7	95.2	14
BECKER	3	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BECKER	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	99.0	2
BECKER	3	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	99.0	2
BECKER	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	99.0	3
BECKER	3	ALL 3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0	99.0	5
BECKER	K-3	ALL K-3	3	9.1	0	0.0	0	0.0	0	0.0	0	0.0	2	6.1	0	0.0	3	9.1	3	9.1	6	18.2	16	48.5	77.8	33
BECKER	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	9.5	1	4.8	5	23.8	13	61.9	89.8	21
BECKER	K-3	ALL K-3	3	5.6	0	0.0	0	0.0	0	0.0	0	0.0	2	3.7	0	0.0	5	9.3	4	7.4	11	20.4	29	53.7	82.5	54
BECKER	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	11.8	13	38.2	17	50.0	90.4	34
BECKER	K-3	ALL K-3	3	3.4	0	0.0	0	0.0	0	0.0	0	0.0	2	2.3	0	0.0	5	5.7	8	9.1	24	27.3	46	52.3	85.5	88

Attachment A-4 (continued, Page 3 of 19)

ENGLISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
BROOKE	K	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	2	5.6	1	2.8	0	0.0	3	8.3	5	13.9	14	38.9	11	30.6	81.8	36
BROOKE	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8	0	0.0	1	4.8	1	4.8	6	28.6	6	28.6	6	28.6	81.5	21
BROOKE	K	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	3	5.3	1	1.8	1	1.8	4	7.0	11	19.3	20	35.1	17	29.8	81.6	57
BROOKE	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	K	ALL K	0	0.0	0	0.0	0	0.0	0	0.0	3	5.3	1	1.8	1	1.8	4	7.0	11	19.3	20	35.1	17	29.8	0.0	57
BROOKF	1	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	5	83.3	92.8	6
BROOKE	1	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	5	83.3	92.8	6
BROOKE	1	NON PROJECT	4	36.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	27.3	4	36.4	58.7	11
BROOKE	1	ALL 1	4	23.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.9	3	17.6	9	52.9	58.7	17
BROOKE	2	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0	2	12.5	13	81.3	91.6	16
BROOKE	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	2	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0	2	12.5	13	81.3	91.6	16
BROOKE	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	2	ALL 2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0	2	12.5	13	81.3	0.0	16
BROOKE	3	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	45.5	6	54.5	93.2	11
BROOKE	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	7.1	13	92.9	95.9	14
BROOKE	3	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	24.0	19	76.0	94.7	25
BROOKE	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	3	ALL 3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	24.0	19	76.0	0.0	25
BROOKE	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	2	3.2	2	3.2	0	0.0	3	4.8	5	7.9	21	33.3	30	47.6	86.2	63
BROOKE	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	1	2.4	0	0.0	1	2.4	1	2.4	7	17.1	7	17.1	24	58.5	88.0	41
BROOKE	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	3	2.9	2	1.9	1	1.0	4	3.8	12	11.5	28	26.9	54	51.9	87.0	104
BROOKE	K-3	ALL K-3	4	36.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	27.3	4	36.4	58.7	11
BROOKE	K-3	ALL K-3	4	3.5	0	0.0	0	0.0	0	0.0	3	2.6	2	1.7	1	0.9	4	3.5	12	10.4	31	27.0	58	50.4	84.3	115

ENGLISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
DAWSON	K	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	13.3	1	6.7	6	40.0	6	40.0	87.7	15
DAWSON	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	2	16.7	1	8.3	2	16.7	6	50.0	82.4	12
DAWSON	K	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.7	0	0.0	4	14.8	2	7.4	8	29.6	12	44.4	85.3	27
DAWSON	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	1	5.9	0	0.0	0	0.0	0	0.0	3	17.6	2	11.8	11	64.7	88.1	17
DAWSON	K	ALL K	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3	1	2.3	0	0.0	4	9.1	5	11.4	10	22.7	23	52.3	88.1	44
DAWSON	1	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	95.7	3
DAWSON	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	3	75.0	91.3	4
DAWSON	1	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	6	85.7	93.1	7
DAWSON	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7	89.3	3
DAWSON	1	ALL 1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	20.0	0	0.0	8	80.0	89.3	10
DAWSON	2	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
DAWSON	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
DAWSON	2	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
DAWSON	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	16.7	10	83.3	96.0	12
DAWSON	2	ALL 2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	16.7	10	83.3	96.0	12
DAWSON	3	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	9	100.0	97.0	9
DAWSON	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0	75.5	2
DAWSON	3	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	0	0.0	1	9.1	9	81.8	93.1	11
DAWSON	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0	99.3	4
DAWSON	3	ALL 3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	0	0.0	1	6.7	13	86.7	99.3	15
DAWSON	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	7.4	1	3.7	6	22.2	18	66.7	91.7	27
DAWSON	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	3	16.7	2	11.1	3	16.7	9	50.0	83.6	18
DAWSON	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.2	0	0.0	5	11.1	3	6.7	9	20.0	27	60.0	88.4	45
DAWSON	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	1	2.8	0	0.0	0	0.0	0	0.0	4	11.1	4	11.1	27	75.0	92.1	36
DAWSON	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2	1	1.2	0	0.0	5	6.2	7	8.6	13	16.0	54	66.7	90.0	81

ENGLISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
GOVALLE	K	BILINGUAL	8	16.0	0	0.0	0	0.0	2	4.0	0	0.0	2	4.0	2	4.0	13	26.0	12	24.0	9	18.0	2	4.0	59.7	50
GOVALLE	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	K	ALL PROJECT	8	16.0	0	0.0	0	0.0	2	4.0	0	0.0	2	4.0	2	4.0	13	26.0	12	24.0	9	18.0	2	4.0	59.7	50
GOVALLE	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	21.4	1	7.1	2	14.3	4	28.6	3	21.4	1	7.1	69.9	14
GOVALLE	K	ALL K	8	12.5	0	0.0	0	0.0	2	3.1	0	0.0	5	7.8	3	4.7	15	23.4	16	25.0	12	18.8	3	4.7	69.9	64
GOVALLE	1	BILINGUAL	4	20.0	0	0.0	0	0.0	1	5.0	0	0.0	0	0.0	0	0.0	2	10.0	4	20.0	8	40.0	1	5.0	62.8	20
GOVALLE	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	1	ALL PROJECT	4	20.0	0	0.0	0	0.0	1	5.0	0	0.0	0	0.0	0	0.0	2	10.0	4	20.0	8	40.0	1	5.0	62.8	20
GOVALLE	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	2	28.6	4	57.1	89.4	7
GOVALLE	1	ALL 1	4	14.8	0	0.0	0	0.0	1	3.7	0	0.0	0	0.0	0	0.0	2	7.4	5	18.5	10	37.0	5	18.5	89.4	27
GOVALLE	2	BILINGUAL	3	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	1	11.1	3	33.3	1	11.1	54.9	9
GOVALLF	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	2	ALL PROJECT	3	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	1	11.1	3	33.3	1	11.1	54.9	9
GOVALLE	2	NON PROJECT	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0	1	14.3	3	42.9	0	0.0	64.1	7
GOVALLE	2	ALL 2	4	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	12.5	1	6.3	2	12.5	6	37.5	1	6.3	64.1	16
GOVALLE	3	BILINGUAL	1	5.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	15.8	9	47.4	6	31.6	84.3	19
GOVALLE	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	3	ALL PROJECT	1	5.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	15.8	9	47.4	6	31.6	84.3	19
GOVALLE	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	37.5	5	62.5	0	0.0	81.9	8
GOVALLE	3	ALL 3	1	3.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	22.2	14	51.9	6	22.2	81.9	27
GOVALLE	K-3	ALL K-3	16	16.3	0	0.0	0	0.0	3	3.1	0	0.0	2	2.0	2	2.0	16	16.3	20	20.4	29	29.6	10	10.2	64.6	98
GOVALLE	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	K-3	ALL K-3	16	16.3	0	0.0	0	0.0	3	3.1	0	0.0	2	2.0	2	2.0	16	16.3	20	20.4	29	29.6	10	10.2	64.6	98
GOVALLE	K-3	ALL K-3	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	3	8.3	3	8.3	2	5.6	9	25.0	13	36.1	5	13.9	75.2	36
GOVALLE	K-3	ALL K-3	17	12.7	0	0.0	0	0.0	3	2.2	0	0.0	5	3.7	5	3.7	18	13.4	29	21.6	42	31.3	15	11.2	67.5	134

ENGLISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
METZ	K	BILINGUAL	4	21.1	3	15.8	1	5.3	0	0.0	2	10.5	0	0.0	0	0.0	4	21.1	0	0.0	1	5.3	4	21.1	43.2	19
METZ	K	TEAM	0	0.0	1	4.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	8.0	4	16.0	12	48.0	6	24.0	81.9	25
METZ	K	ALL PROJECT	4	9.1	4	9.1	1	2.3	0	0.0	2	4.5	0	0.0	0	0.0	6	13.6	4	9.1	13	29.5	10	22.7	65.2	44
METZ	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	27.3	1	9.1	0	0.0	4	36.4	3	27.3	79.1	11
METZ	K	ALL K	4	7.3	4	7.3	1	1.8	0	0.0	2	3.6	0	0.0	3	5.5	7	12.7	4	7.3	17	30.9	13	23.6	79.1	55
METZ	1	BILINGUAL	1	12.5	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	2	25.0	3	37.5	71.4	8
METZ	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	60.0	2	40.0	89.4	5
METZ	1	ALL PROJECT	1	7.7	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	5	38.5	5	38.5	78.3	13
METZ	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
METZ	1	ALL 1	1	7.7	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	5	38.5	5	38.5	0.0	13
METZ	2	BILINGUAL	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	46.0	2
METZ	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
METZ	2	ALL PROJECT	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	46.0	2
METZ	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
METZ	2	ALL 2	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0.0	2
METZ	K-3	ALL K-3	6	20.7	3	10.3	1	3.4	1	3.4	2	6.9	0	0.0	0	0.0	4	13.8	1	3.4	3	10.3	8	27.6	51.2	29
METZ	K-3	ALL K-3	0	0.0	1	3.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	6.7	4	13.3	15	50.0	8	26.7	83.2	30
METZ	K-3	ALL K-3	6	10.2	4	6.8	1	1.7	1	1.7	2	3.4	0	0.0	0	0.0	6	10.2	5	8.5	18	30.5	16	27.1	67.4	59
METZ	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	27.3	1	9.1	0	0.0	4	36.4	3	27.3	79.1	11
METZ	K-3	ALL K-3	6	8.6	4	5.7	1	1.4	1	1.4	2	2.9	0	0.0	3	4.3	7	10.0	5	7.1	22	31.4	19	27.1	69.3	70

OFFICE OF RESEARCH AND EVALUATION PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977 AUSTIN INDEPENDENT SCHOOL DISTRICT

ENGLISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
			NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
ORTEGA	K	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	1	6.7	3	20.0	7	46.7	3	20.0	82.7	15
ORTEGA	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	71.5	2
ORTEGA	K	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.9	1	5.9	1	5.9	3	17.6	7	41.2	4	23.5	81.4	17
ORTEGA	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0	3	75.0	0	0.0	78.8	4
ORTEGA	K	ALL K	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8	2	9.5	1	4.8	3	14.3	10	47.6	4	19.0	78.8	21
ORTEGA	1	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ORTEGA	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	72.0	2
ORTEGA	1	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	72.0	2
ORTEGA	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ORTEGA	1	ALL 1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0.0	2
ORTEGA	2	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ORTEGA	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	90.0	1
ORTEGA	2	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	90.0	1
ORTEGA	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ORTEGA	2	ALL 2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0.0	1
ORTEGA	3	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	88.7	3
ORTEGA	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	93.0	2
ORTEGA	3	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	90.4	5
ORTEGA	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	98.0	1
ORTEGA	3	ALL 3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	33.3	4	66.7	98.0	6
ORTEGA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6	1	5.6	3	16.7	9	50.0	4	22.2	83.7	18
ORTEGA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3	0	0.0	0	0.0	2	28.6	3	42.9	80.4	7
ORTEGA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.0	2	8.0	1	4.0	3	12.0	11	44.0	7	28.0	82.8	25
ORTEGA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	3	60.0	1	20.0	82.6	5
ORTEGA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.3	3	10.0	1	3.3	3	10.0	14	46.7	8	26.7	82.8	30

Attachment A-4 (continued, Page 8 of 19)

OFFICE OF RESEARCH AND EVALUATION PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977 AUSTIN INDEPENDENT SCHOOL DISTRICT

ENGLISH RAW SCURE INTERVALS

SCHOOL	GRADE	GROUP	0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
			NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
SANCHEZ	K	BILINGUAL	4	11.1	0	0.0	0	0.0	0	0.0	0	0.0	2	5.6	0	0.0	2	5.6	3	8.3	11	30.6	14	38.9	75.8	36
SANCHEZ	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.2	1	4.2	1	4.2	10	41.7	11	45.8	88.3	24
SANCHEZ	K	ALL PROJECT	4	6.7	0	0.0	0	0.0	0	0.0	0	0.0	2	3.3	1	1.7	3	5.0	4	6.7	21	35.0	25	41.7	80.8	60
SANCHEZ	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	K	ALL K	4	6.7	0	0.0	0	0.0	0	0.0	0	0.0	2	3.3	1	1.7	3	5.0	4	6.7	21	35.0	25	41.7	0.0	60
SANCHEZ	1	BILINGUAL	4	57.1	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3	26.3	7
SANCHEZ	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	12.5	14	87.5	96.1	16
SANCHEZ	1	ALL PROJECT	4	17.4	1	4.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	13.0	15	65.2	74.3	23
SANCHEZ	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	1	ALL 1	4	17.4	1	4.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	13.0	15	65.2	0.0	23
SANCHEZ	2	BILINGUAL	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	23.1	9	69.2	86.2	13
SANCHEZ	2	TEAM	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	13.6	18	81.8	91.8	22
SANCHEZ	2	ALL PROJECT	2	5.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	17.1	27	77.1	89.7	35
SANCHEZ	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	2	ALL 2	2	5.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	17.1	27	77.1	0.0	35
SANCHEZ	3	BILINGUAL	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	1	8.3	0	0.0	0	0.0	2	16.7	7	58.3	79.2	12
SANCHEZ	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	11	91.7	96.1	12
SANCHEZ	3	ALL PROJECT	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	1	4.2	1	4.2	0	0.0	0	0.0	3	12.5	18	75.0	87.6	24
SANCHEZ	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	3	ALL 3	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	1	4.2	1	4.2	0	0.0	0	0.0	3	12.5	18	75.0	0.0	24
SANCHEZ	K-3	ALL K-3	10	14.7	1	1.5	0	0.0	0	0.0	0	0.0	3	4.4	1	1.5	2	2.9	3	4.4	17	25.0	31	45.6	73.3	68
SANCHEZ	K-3	ALL K-3	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.4	1	1.4	1	1.4	16	21.6	54	73.0	92.3	74
SANCHEZ	K-3	ALL K-3	11	7.7	1	0.7	0	0.0	0	0.0	0	0.0	3	2.1	2	1.4	3	2.1	4	2.8	33	23.2	85	59.9	83.2	142
SANCHEZ	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	K-3	ALL K-3	11	7.7	1	0.7	0	0.0	0	0.0	0	0.0	3	2.1	2	1.4	3	2.1	4	2.8	33	23.2	85	59.9	83.2	142

ENGLISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0 NO.	0 0/0	1-10 NO.	1-10 0/0	11-20 NO.	11-20 0/0	21-30 NO.	21-30 0/0	31-40 NO.	31-40 0/0	41-50 NO.	41-50 0/0	51-60 NO.	51-60 0/0	61,70 NO.	61,70 0/0	71-80 NO.	71-80 0/0	81-90 NO.	81-90 0/0	91-100 NO.	91-100 0/0	MEAN SCORE	TOT NO
ZAVALA	K	BILINGUAL	4	23.5	0	0.0	1	5.9	0	0.0	0	0.0	0	0.0	3	17.6	6	35.3	2	11.8	0	0.0	1	5.9	48.5	17
ZAVALA	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	5.3	3	7.9	8	21.1	11	28.9	14	36.8	85.2	38
ZAVALA	K	ALL PROJECT	4	7.3	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	5	9.1	9	16.4	10	18.2	11	20.0	15	27.3	73.8	55
ZAVALA	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ZAVALA	K	ALL K	4	7.3	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	5	9.1	9	16.4	10	18.2	11	20.0	15	27.3	0.0	55
ZAVALA	K-3	ALL K-3	4	23.5	0	0.0	1	5.9	0	0.0	0	0.0	0	0.0	3	17.6	6	35.3	2	11.8	0	0.0	1	5.9	48.5	17
ZAVALA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	5.3	3	7.9	8	21.1	11	28.9	14	36.8	85.2	38
ZAVALA	K-3	ALL K-3	4	7.3	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	5	9.1	9	16.4	10	18.2	11	20.0	15	27.3	73.8	55
ZAVALA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ZAVALA	K-3	ALL K-3	4	7.3	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	5	9.1	9	16.4	10	18.2	11	20.0	15	27.3	73.8	55

Attachment A-4 (continued, Page 10 of 19)

SPANISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
ALLISON	K	BILINGUAL	10	66.7	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	13.3	2	13.3	26.3	15
ALLISON	K	TEAM	16	59.3	0	0.0	0	0.0	1	3.7	0	0.0	3	11.1	1	3.7	0	0.0	2	7.4	2	7.4	2	7.4	27.5	27
ALLISON	K	ALL PROJECT	26	61.9	0	0.0	0	0.0	2	4.8	0	0.0	3	7.1	1	2.4	0	0.0	2	4.8	4	9.5	4	9.5	27.1	42
ALLISON	K	NON PROJECT	12	50.0	0	0.0	1	4.2	0	0.0	0	0.0	3	12.5	1	4.2	0	0.0	4	16.7	3	12.5	0	0.0	31.9	24
ALLISON	K	ALL K	38	57.6	0	0.0	1	1.5	2	3.0	0	0.0	6	9.1	2	3.0	0	0.0	6	9.1	7	10.6	4	6.1	31.9	66
ALLISON	1	BILINGUAL	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	42.9	1	14.3	50.7	7
ALLISON	1	TEAM	2	50.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	21.0	4
ALLISON	1	ALL PROJECT	5	45.5	0	0.0	0	0.0	0	0.0	1	9.1	0	0.0	1	9.1	0	0.0	0	0.0	3	27.3	1	9.1	39.9	11
ALLISON	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ALLISON	1	ALL 1	5	45.5	0	0.0	0	0.0	0	0.0	1	9.1	0	0.0	1	9.1	0	0.0	0	0.0	3	27.3	1	9.1	0.0	11
ALLISON	2	BILINGUAL	5	27.8	1	5.6	0	0.0	2	11.1	1	5.6	0	0.0	0	0.0	1	5.6	2	11.1	2	11.1	4	22.2	48.4	18
ALLISON	2	TEAM	4	33.3	2	16.7	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	1	8.3	3	25.0	40.8	12
ALLISON	2	ALL PROJECT	9	30.0	3	10.0	0	0.0	3	10.0	1	3.3	0	0.0	0	0.0	1	3.3	3	10.0	3	10.0	7	23.3	45.3	30
ALLISON	2	NON PROJECT	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	5
ALLISON	2	ALL 2	14	40.0	3	8.6	0	0.0	3	8.6	1	2.9	0	0.0	0	0.0	1	2.9	3	8.6	3	8.6	7	20.0	0.0	35
ALLISON	3	BILINGUAL	2	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	1	12.5	4	50.0	66.1	8
ALLISON	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	87.0	1
ALLISON	3	ALL PROJECT	2	22.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0	2	22.2	4	44.4	68.4	9
ALLISON	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	64.5	2
ALLISON	3	ALL 3	2	18.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	2	18.2	0	0.0	2	18.2	4	36.4	64.5	11
ALLISON	K-3	ALL K-3	20	41.7	1	2.1	0	0.0	3	6.3	1	2.1	0	0.0	1	2.1	1	2.1	2	4.2	8	16.7	11	22.9	44.8	48
ALLISON	K-3	ALL K-3	22	50.0	2	4.5	0	0.0	2	4.5	1	2.3	3	6.8	2	4.5	0	0.0	3	6.8	4	9.1	5	11.4	31.9	44
ALLISON	K-3	ALL K-3	42	45.7	3	3.3	0	0.0	5	5.4	2	2.2	3	3.3	3	3.3	1	1.1	5	5.4	12	13.0	16	17.4	38.6	92
ALLISON	K-3	ALL K-3	17	54.8	0	0.0	1	3.2	0	0.0	0	0.0	3	9.7	1	3.2	2	6.5	4	12.9	3	9.7	0	0.0	28.8	31
ALLISON	K-3	ALL K-3	59	48.0	3	2.4	1	0.8	5	4.1	2	1.6	6	4.9	4	3.3	3	2.4	9	7.3	15	12.2	16	13.0	36.2	123

Attachment A-4 (continued, Page 11 of 19)

SPANISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
BECKER	K	BILINGUAL	7	35.0	0	0.0	0	0.0	1	5.0	0	0.0	0	0.0	0	0.0	3	15.0	5	25.0	3	15.0	1	5.0	48.5	20
BECKER	K	TEAM	6	60.0	1	10.0	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0	12.0	10
BECKER	K	ALL PROJECT	13	43.3	1	3.3	1	3.3	2	6.7	0	0.0	0	0.0	0	0.0	3	10.0	6	20.0	3	10.0	1	3.3	36.3	30
BECKER	K	NON PROJECT	13	76.5	0	0.0	1	5.9	0	0.0	0	0.0	1	5.9	1	5.9	1	5.9	0	0.0	0	0.0	0	0.0	10.7	17
BECKER	K	ALL K	26	55.3	1	2.1	2	4.3	2	4.3	0	0.0	1	2.1	1	2.1	4	8.5	6	12.8	3	6.4	1	2.1	10.7	47
BECKER	1	BILINGUAL	4	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	25.0	1	12.5	0	0.0	1	12.5	38.4	8
BECKER	1	TEAM	5	83.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	14.5	6
BECKER	1	ALL PROJECT	9	64.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	14.3	1	7.1	1	7.1	1	7.1	28.1	14
BECKER	1	NON PROJECT	5	62.5	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	1	12.5	23.5	8
BECKER	1	ALL 1	14	63.6	0	0.0	0	0.0	0	0.0	1	4.5	0	0.0	0	0.0	3	13.6	1	4.5	1	4.5	2	9.1	23.5	22
BECKER	2	BILINGUAL	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	2	40.0	1	20.0	67.0	5
BECKER	2	TEAM	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	63.3	3
BECKER	2	ALL PROJECT	2	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	2	25.0	3	37.5	65.6	8
BECKER	2	NON PROJECT	5	83.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	14.7	6
BECKER	2	ALL 2	7	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	7.1	3	21.4	3	21.4	14.7	14
BECKER	3	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BECKER	3	TEAM	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	2
BECKER	3	ALL PROJECT	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	2
BECKER	3	NON PROJECT	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	31.0	3
BECKER	3	ALL 3	4	80.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	31.0	5
BECKER	K-3	ALL K-3	12	36.4	0	0.0	0	0.0	1	3.0	0	0.0	0	0.0	0	0.0	5	15.2	7	21.2	5	15.2	3	9.1	48.8	33
BECKER	K-3	ALL K-3	14	66.7	1	4.8	1	4.8	1	4.8	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8	1	4.8	2	9.5	18.9	21
BECKER	K-3	ALL K-3	26	48.1	1	1.9	1	1.9	2	3.7	0	0.0	0	0.0	0	0.0	5	9.3	8	14.8	6	11.1	5	9.3	37.2	54
BECKER	K-3	ALL K-3	25	73.5	0	0.0	1	2.9	0	0.0	1	2.9	1	2.9	1	2.9	2	5.9	0	0.0	1	2.9	2	5.9	16.2	34
BECKER	K-3	ALL K-3	51	58.0	1	1.1	2	2.3	2	2.3	1	1.1	1	1.1	1	1.1	7	8.0	8	9.1	7	8.0	7	8.0	29.1	88

OFFICE OF RESEARCH AND EVALUATION PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977 AUSTIN INDEPENDENT SCHOOL DISTRICT

SPANISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0 NO.	0 0/0	1-10 NO.	1-10 0/0	11-20 NO.	11-20 0/0	21-30 NO.	21-30 0/0	31-40 NO.	31-40 0/0	41-50 NO.	41-50 0/0	51-60 NO.	51-60 0/0	61,70 NO.	61,70 0/0	71-80 NO.	71-80 0/0	81-90 NO.	81-90 0/0	91-100 NO.	91-100 0/0	MEAN SCORE	TOT NO
BROOKE	K	BILINGUAL	22	61.1	0	0.0	0	0.0	0	0.0	1	2.8	1	2.8	2	5.6	2	5.6	4	11.1	3	8.3	1	2.8	27.2	36
BROOKE	K	TEAM	15	71.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	9.5	0	0.0	1	4.8	2	9.5	1	4.8	21.6	21
BROOKE	K	ALL PROJECT	37	64.9	0	0.0	0	0.0	0	0.0	1	1.8	1	1.8	4	7.0	2	3.5	5	8.8	5	8.8	2	3.5	25.1	57
BROOKE	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	K	ALL K	37	64.9	0	0.0	0	0.0	0	0.0	1	1.8	1	1.8	4	7.0	2	3.5	5	8.8	5	8.8	2	3.5	0.0	57
BROOKE	1	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	1	TEAM	3	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	2	33.3	45.3	6
BROOKE	1	ALL PROJECT	3	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	2	33.3	45.3	6
BROOKE	1	NON PROJECT	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	45.5	5	45.5	82.6	11
BROOKE	1	ALL 1	4	23.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	35.3	7	41.2	82.6	17
BROOKE	2	BILINGUAL	4	25.0	0	0.0	0	0.0	0	0.0	0	0.0	2	12.5	1	6.3	0	0.0	4	25.0	3	18.8	2	12.5	56.0	16
BROOKE	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	2	ALL PROJECT	4	25.0	0	0.0	0	0.0	0	0.0	0	0.0	2	12.5	1	6.3	0	0.0	4	25.0	3	18.8	2	12.5	56.0	16
BROOKE	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	2	ALL 2	4	25.0	0	0.0	0	0.0	0	0.0	0	0.0	2	12.5	1	6.3	0	0.0	4	25.0	3	18.8	2	12.5	0.0	16
BROOKE	3	BILINGUAL	5	45.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	27.3	3	27.3	48.8	11
BROOKE	3	TEAM	2	14.3	0	0.0	0	0.0	0	0.0	0	0.0	1	7.1	2	14.3	0	0.0	0	0.0	2	14.3	7	50.0	71.4	14
BROOKE	3	ALL PROJECT	7	28.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.0	2	8.0	0	0.0	0	0.0	5	20.0	10	40.0	61.4	25
BROOKE	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
BROOKE	3	ALL 3	7	28.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.0	2	8.0	0	0.0	0	0.0	5	20.0	10	40.0	0.0	25
BROOKE	K-3	ALL K-3	31	49.2	0	0.0	0	0.0	0	0.0	1	1.6	3	4.8	3	4.8	2	3.2	8	12.7	9	14.3	6	9.5	38.3	63
BROOKE	K-3	ALL K-3	20	48.8	0	0.0	0	0.0	0	0.0	0	0.0	1	2.4	4	9.8	0	0.0	1	2.4	5	12.2	10	24.4	42.0	41
BROOKE	K-3	ALL K-3	51	49.0	0	0.0	0	0.0	0	0.0	1	1.0	4	3.8	7	6.7	2	1.9	9	8.7	14	13.5	16	15.4	39.8	104
BROOKE	K-3	ALL K-3	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	45.5	5	45.5	82.6	11
BROOKE	K-3	ALL K-3	52	45.2	0	0.0	0	0.0	0	0.0	1	0.9	4	3.5	7	6.1	2	1.7	9	7.8	19	16.5	21	18.3	43.9	115

Attachment A-4 (continued, Page 13 of 19)

OFFICE OF RESEARCH AND EVALUATION   PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977   AUSTIN INDEPENDENT SCHOOL DISTRICT

SPANISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
			NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
DAWSON	K	BILINGUAL	12	80.0	0	0.0	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	1	6.7	13.6	15
DAWSON	K	TEAM	9	75.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	2	16.7	22.3	12
DAWSON	K	ALL PROJECT	21	77.8	0	0.0	0	0.0	0	0.0	1	3.7	0	0.0	0	0.0	0	0.0	1	3.7	1	3.7	3	11.1	17.5	27
DAWSON	K	NON PROJECT	15	88.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.9	0	0.0	1	5.9	9.6	17
DAWSON	K	ALL K	36	81.8	0	0.0	0	0.0	0	0.0	1	2.3	0	0.0	0	0.0	0	0.0	2	4.5	1	2.3	4	9.1	9.6	44
DAWSON	1	BILINGUAL	1	33.3	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	42.7	3
DAWSON	1	TEAM	2	50.0	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	27.3	4
DAWSON	1	ALL PROJECT	3	42.9	0	0.0	0	0.0	1	14.3	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3	33.9	7
DAWSON	1	NON PROJECT	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15.0	3
DAWSON	1	ALL 1	5	50.0	0	0.0	0	0.0	1	10.0	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0	1	10.0	15.0	10
DAWSON	2	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
DAWSON	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
DAWSON	2	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
DAWSON	2	NON PROJECT	9	75.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	2	16.7	21.8	12
DAWSON	2	ALL 2	9	75.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	2	16.7	21.8	12
DAWSON	3	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	44.4	0	0.0	1	11.1	0	0.0	1	11.1	3	33.3	69.3	9
DAWSON	3	TEAM	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	46.0	2
DAWSON	3	ALL PROJECT	0	0.0	0	0.0	1	9.1	0	0.0	0	0.0	4	36.4	0	0.0	1	9.1	1	9.1	1	9.1	3	27.3	65.1	11
DAWSON	3	NON PROJECT	2	50.0	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	17.8	4
DAWSON	3	ALL 3	2	13.3	0	0.0	1	6.7	1	6.7	0	0.0	5	33.3	0	0.0	1	6.7	1	6.7	1	6.7	3	20.0	17.8	15
DAWSON	K-3	ALL K-3	13	48.1	0	0.0	0	0.0	0	0.0	2	7.4	4	14.8	0	0.0	1	3.7	0	0.0	2	7.4	5	18.5	35.4	27
DAWSON	K-3	ALL K-3	11	61.1	0	0.0	1	5.6	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	2	11.1	1	5.6	2	11.1	26.1	18
DAWSON	K-3	ALL K-3	24	53.3	0	0.0	1	2.2	1	2.2	2	4.4	4	8.9	0	0.0	1	2.2	2	4.4	3	6.7	7	15.6	31.7	45
DAWSON	K-3	ALL K-3	28	77.8	0	0.0	0	0.0	1	2.8	0	0.0	2	5.6	0	0.0	1	2.8	1	2.8	0	0.0	3	8.3	15.0	36
DAWSON	K-3	ALL K-3	52	64.2	0	0.0	1	1.2	2	2.5	2	2.5	6	7.4	0	0.0	2	2.5	3	3.7	3	3.7	10	12.3	24.3	81

SPANISH RAW SCORE INTERVALS

SCHOOL	GRADE	GROUP	0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
			NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
GOVALLE	K	BILINGUAL	21	42.0	0	0.0	1	2.0	2	4.0	1	2.0	4	8.0	2	4.0	8	16.0	9	18.0	2	4.0	0	0.0	36.0	50
GOVALLE	K	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	K	ALL PROJECT	21	42.0	0	0.0	1	2.0	2	4.0	1	2.0	4	8.0	2	4.0	8	16.0	9	18.0	2	4.0	0	0.0	36.0	50
GOVALLE	K	NON PROJECT	12	85.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0	1	7.1	0	0.0	10.3	14
GOVALLE	K	ALL K	33	51.6	0	0.0	1	1.6	2	3.1	1	1.6	4	6.3	3	4.7	8	12.5	9	14.1	3	4.7	0	0.0	10.3	64
GOVALLE	1	BILINGUAL	6	30.0	0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	0	0.0	1	5.0	6	30.0	5	25.0	0	0.0	51.7	20
GOVALLE	1	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	1	ALL PROJECT	6	30.0	0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	0	0.0	1	5.0	6	30.0	5	25.0	0	0.0	51.7	20
GOVALLE	1	NON PROJECT	4	57.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3	1	14.3	0	0.0	31.4	7
GOVALLE	1	ALL 1	10	37.0	0	0.0	0	0.0	0	0.0	0	0.0	2	7.4	0	0.0	2	7.4	7	25.9	6	22.2	0	0.0	31.4	27
GOVALLE	2	BILINGUAL	1	11.1	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0	2	22.2	1	11.1	2	22.2	2	22.2	0	0.0	57.2	9
GOVALLE	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	2	ALL PROJECT	1	11.1	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0	2	22.2	1	11.1	2	22.2	2	22.2	0	0.0	57.2	9
GOVALLE	2	NON PROJECT	3	42.9	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0	2	28.6	1	14.3	0	0.0	38.6	7
GOVALLE	2	ALL 2	4	25.0	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0	2	12.5	1	6.3	4	25.0	3	18.8	0	0.0	38.6	16
GOVALLE	3	BILINGUAL	3	15.8	0	0.0	2	10.5	0	0.0	0	0.0	1	5.3	2	10.5	0	0.0	1	5.3	9	47.4	1	5.3	58.8	19
GOVALLE	3	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	3	ALL PROJECT	3	15.8	0	0.0	2	10.5	0	0.0	0	0.0	1	5.3	2	10.5	0	0.0	1	5.3	9	47.4	1	5.3	58.8	19
GOVALLE	3	NON PROJECT	2	25.0	0	0.0	1	12.5	0	0.0	0	0.0	1	12.5	0	0.0	1	12.5	1	12.5	2	25.0	0	0.0	46.9	8
GOVALLE	3	ALL 3	5	18.5	0	0.0	3	11.1	0	0.0	0	0.0	2	7.4	2	7.4	1	3.7	2	7.4	11	40.7	1	3.7	46.9	27
GOVALLE	K-3	ALL K-3	31	31.6	1	1.0	3	3.1	2	2.0	1	1.0	7	7.1	6	6.1	10	10.2	18	18.4	18	18.4	1	1.0	45.6	98
GOVALLE	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
GOVALLE	K-3	ALL K-3	31	31.6	1	1.0	3	3.1	2	2.0	1	1.0	7	7.1	6	6.1	10	10.2	18	18.4	18	18.4	1	1.0	45.6	98
GOVALLE	K-3	ALL K-3	21	58.3	0	0.0	1	2.8	0	0.0	1	2.8	1	2.8	1	2.8	2	5.6	4	11.1	5	13.9	0	0.0	28.0	36
GOVALLE	K-3	ALL K-3	52	38.8	1	0.7	4	3.0	2	1.5	2	1.5	8	6.0	7	5.2	12	9.0	22	16.4	23	17.2	1	0.7	40.9	134

OFFICE OF RESEARCH AND EVALUATION PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977 AUSTIN INDEPENDENT SCHOOL DISTRICT

SPANISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
METZ	K	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	2	10.5	0	0.0	0	0.0	1	5.3	4	21.1	10	52.6	2	10.5	79.3	19
METZ	K	TEAM	16	64.0	1	4.0	1	4.0	1	4.0	0	0.0	0	0.0	0	0.0	0	0.0	2	8.0	3	12.0	1	4.0	21.5	25
METZ	K	ALL PROJECT	16	36.4	1	2.3	1	2.3	1	2.3	2	4.5	0	0.0	0	0.0	1	2.3	6	13.6	13	29.5	3	6.8	46.5	44
METZ	K	NON PROJECT	11	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	11
METZ	K	ALL K	27	49.1	1	1.8	1	1.8	1	1.8	2	3.6	0	0.0	0	0.0	1	1.8	6	10.9	13	23.6	3	5.5	0.0	55
METZ	1	BILINGUAL	2	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	1	12.5	1	12.5	3	37.5	65.4	8
METZ	1	TEAM	2	40.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0	2	40.0	0	0.0	0	0.0	38.2	5
METZ	1	ALL PROJECT	4	30.8	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	1	7.7	3	23.1	1	7.7	3	23.1	54.9	13
METZ	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
METZ	1	ALL 1	4	30.8	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	1	7.7	3	23.1	1	7.7	3	23.1	0.0	13
METZ	2	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	95.5	2
METZ	2	TEAM	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
METZ	2	ALL PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	95.5	2
METZ	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
METZ	2	ALL 2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0.0	2
METZ	K-3	ALL K-3	2	6.9	0	0.0	0	0.0	0	0.0	2	6.9	0	0.0	0	0.0	2	6.9	5	17.2	11	37.9	7	24.1	76.6	29
METZ	K-3	ALL K-3	18	60.0	1	3.3	1	3.3	1	3.3	1	3.3	0	0.0	0	0.0	0	0.0	4	13.3	3	10.0	1	3.3	24.3	30
METZ	K-3	ALL K-3	20	33.9	1	1.7	1	1.7	1	1.7	3	5.1	0	0.0	0	0.0	2	3.4	9	15.3	14	23.7	8	13.6	50.0	59
METZ	K-3	ALL K-3	11	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	11
METZ	K-3	ALL K-3	31	44.3	1	1.4	1	1.4	1	1.4	3	4.3	0	0.0	0	0.0	2	2.9	9	12.9	14	20.0	8	11.4	42.1	70

SPANISH RAW SCORE INTERVALS

			0	1-10	11-20	21-30	31-40	41-50	51-60	61,70	71-80	81-90	91-100	MEAN	TOT
SCHOOL	GRADE	GROUP	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	NO. 0/0	SCORE	NO
ORTEGA	K	BILINGUAL	10 66.7	0 0.0	0 0.0	1 6.7	1 6.7	1 6.7	0 0.0	1 6.7	0 0.0	1 6.7	0 0.0	17.3	15
ORTEGA	K	TEAM	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	57.5	2
ORTEGA	K	ALL PROJECT	10 58.8	0 0.0	0 0.0	1 5.9	2 11.8	1 5.9	0 0.0	1 5.9	0 0.0	2 11.8	0 0.0	22.1	17
ORTEGA	K	NON PROJECT	1 25.0	0 0.0	0 0.0	0 0.0	0 0.0	2 50.0	0 0.0	1 25.0	0 0.0	0 0.0	0 0.0	38.3	4
ORTEGA	K	ALL K	11 52.4	0 0.0	0 0.0	1 4.8	2 9.5	3 14.3	0 0.0	2 9.5	0 0.0	2 9.5	0 0.0	38.3	21
ORTEGA	1	BILINGUAL	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0.0	0
ORTEGA	1	TEAM	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	0 0.0	1 50.0	78.0	2
ORTEGA	1	ALL PROJECT	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	0 0.0	1 50.0	78.0	2
ORTEGA	1	NON PROJECT	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0.0	0
ORTEGA	1	ALL 1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	0 0.0	1 50.0	0.0	2
ORTEGA	2	BILINGUAL	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0.0	0
ORTEGA	2	TEAM	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	41.0	1
ORTEGA	2	ALL PROJECT	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	41.0	1
ORTEGA	2	NON PROJECT	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0.0	0
ORTEGA	2	ALL 2	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0.0	1
ORTEGA	3	BILINGUAL	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	1 33.3	0 0.0	51.0	3
ORTEGA	3	TEAM	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 50.0	0 0.0	1 50.0	84.5	2
ORTEGA	3	ALL PROJECT	1 20.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 20.0	1 20.0	1 20.0	1 20.0	64.4	5
ORTEGA	3	NON PROJECT	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1100.0	0 0.0	0 0.0	77.0	1
ORTEGA	3	ALL 3	1 16.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 16.7	2 33.3	1 16.7	1 16.7	77.0	6
ORTEGA	K-3	ALL K-3	11 61.1	0 0.0	0 0.0	1 5.6	1 5.6	1 5.6	0 0.0	2 11.1	0 0.0	2 11.1	0 0.0	22.9	18
ORTEGA	K-3	ALL K-3	0 0.0	0 0.0	0 0.0	0 0.0	1 14.3	1 14.3	0 0.0	1 14.3	1 14.3	1 14.3	2 28.6	68.7	7
ORTEGA	K-3	ALL K-3	11 44.0	0 0.0	0 0.0	1 4.0	2 8.0	2 8.0	0 0.0	3 12.0	1 4.0	3 12.0	2 8.0	35.8	25
ORTEGA	K-3	ALL K-3	1 20.0	0 0.0	0 0.0	0 0.0	0 0.0	2 40.0	0 0.0	1 20.0	1 20.0	0 0.0	0 0.0	46.0	5
ORTEGA	K-3	ALL K-3	12 40.0	0 0.0	0 0.0	1 3.3	2 6.7	4 13.3	0 0.0	4 13.3	2 6.7	3 10.0	2 6.7	37.5	30

OFFICE OF RESEARCH AND EVALUATION PAL ORAL LANGUAGE DOMINANCE MEASURE FALL 1977 AUSTIN INDEPENDENT SCHOOL DISTRICT

SPANISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
SANCHEZ	K	BILINGUAL	13	36.1	0	0.0	0	0.0	1	2.8	3	8.3	0	0.0	0	0.0	1	2.8	6	16.7	7	19.4	5	13.9	48.1	36
SANCHEZ	K	TEAM	15	62.5	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	8.3	4	16.7	2	8.3	28.8	24
SANCHEZ	K	ALL PROJECT	28	46.7	1	1.7	0	0.0	1	1.7	3	5.0	0	0.0	0	0.0	1	1.7	8	13.3	11	18.3	7	11.7	40.4	60
SANCHEZ	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	K	ALL K	28	46.7	1	1.7	0	0.0	1	1.7	3	5.0	0	0.0	0	0.0	1	1.7	8	13.3	11	18.3	7	11.7	0.0	60
SANCHEZ	1	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	6	85.7	91.7	7
SANCHEZ	1	TEAM	11	68.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	1	6.3	2	12.5	1	6.3	25.3	16
SANCHEZ	1	ALL PROJECT	11	47.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.3	1	4.3	3	13.0	7	30.4	45.5	23
SANCHEZ	1	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	1	ALL 1	11	47.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.3	1	4.3	3	13.0	7	30.4	0.0	23
SANCHEZ	2	BILINGUAL	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	15.4	0	0.0	2	15.4	2	15.4	5	38.5	70.5	13
SANCHEZ	2	TEAM	11	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.5	4	18.2	6	27.3	45.4	22
SANCHEZ	2	ALL PROJECT	13	37.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	5.7	0	0.0	3	8.6	6	17.1	11	31.4	54.7	35
SANCHEZ	2	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	2	ALL 2	13	37.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	5.7	0	0.0	3	8.6	6	17.1	11	31.4	0.0	35
SANCHEZ	3	BILINGUAL	1	8.3	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	1	8.3	1	8.3	2	16.7	6	50.0	78.2	12
SANCHEZ	3	TEAM	6	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	1	8.3	4	33.3	44.2	12
SANCHEZ	3	ALL PROJECT	7	29.2	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0	1	4.2	1	4.2	1	4.2	3	12.5	10	41.7	61.2	24
SANCHEZ	3	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	3	ALL 3	7	29.2	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0	1	4.2	1	4.2	1	4.2	3	12.5	10	41.7	0.0	24
SANCHEZ	K-3	ALL K-3	16	23.5	0	0.0	0	0.0	1	1.5	4	5.9	0	0.0	2	2.9	2	2.9	9	13.2	12	17.6	22	32.4	62.2	68
SANCHEZ	K-3	ALL K-3	43	58.1	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0	1	1.4	1	1.4	4	5.4	11	14.9	13	17.6	35.5	74
SANCHEZ	K-3	ALL K-3	59	41.5	1	0.7	0	0.0	1	0.7	4	2.8	0	0.0	3	2.1	3	2.1	13	9.2	23	16.2	35	24.6	48.3	142
SANCHEZ	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
SANCHEZ	K-3	ALL K-3	59	41.5	1	0.7	0	0.0	1	0.7	4	2.8	0	0.0	3	2.1	3	2.1	13	9.2	23	16.2	35	24.6	48.3	142

Attachment A-4 (continued, Page 18 of 19)

SPANISH RAW SCORE INTERVALS

			0		1-10		11-20		21-30		31-40		41-50		51-60		61,70		71-80		81-90		91-100		MEAN	TOT
SCHOOL	GRADE	GROUP	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	NO.	0/0	SCORE	NO
ZAVALA	K	BILINGUAL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.9	1	5.9	3	17.6	6	35.3	4	23.5	2	11.8	74.6	17
ZAVALA	K	TEAM	28	73.7	1	2.6	1	2.6	1	2.6	1	2.6	0	0.0	3	7.9	0	0.0	1	2.6	2	5.3	0	0.0	12.7	38
ZAVALA	K	ALL PROJECT	28	50.9	1	1.8	1	1.8	1	1.8	1	1.8	1	1.8	4	7.3	3	5.5	7	12.7	6	10.9	2	3.6	31.8	55
ZAVALA	K	NON PROJECT	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ZAVALA	K	ALL K	28	50.9	1	1.8	1	1.8	1	1.8	1	1.8	1	1.8	4	7.3	3	5.5	7	12.7	6	10.9	2	3.6	0.0	55
ZAVALA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.9	1	5.9	3	17.6	6	35.3	4	23.5	2	11.8	74.6	17
ZAVALA	K-3	ALL K-3	28	73.7	1	2.6	1	2.6	1	2.6	1	2.6	0	0.0	3	7.9	0	0.0	1	2.6	2	5.3	0	0.0	12.7	38
ZAVALA	K-3	ALL K-3	28	50.9	1	1.8	1	1.8	1	1.8	1	1.8	1	1.8	4	7.3	3	5.5	7	12.7	6	10.9	2	3.6	31.8	55
ZAVALA	K-3	ALL K-3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0
ZAVALA	K-3	ALL K-3	28	50.9	1	1.8	1	1.8	1	1.8	1	1.8	1	1.8	4	7.3	3	5.5	7	12.7	6	10.9	2	3.6	31.8	55

Attachment A-4 (continued, Page 19 of 19)

Appendix B

SPANISH SCREENING TEST

Instrument Description: Spanish Screening Test (SST)

Brief description of the instrument:

This is a seven-item identification screening test for kindergarteners and first graders to determine whether they are able to understand simple Spanish vocabulary. Children identified as possibly having come from a Spanish speaking home are then administered the PAL Oral Language Dominance Measure.

To whom was the instrument administered?

Kindergarten and first grade students who were identified by school personnel as being possible Spanish speakers.

How many times was the instrument administered?

Once.

When was the instrument administered?

September, 1977.

Where was the instrument administered?

In the schools.

Who administered the instrument?

Testers from the System-Wide Evaluation component of the Office of Research and Evaluation.

What training did the administrators have?

A half-day training workshop conducted by System-Wide Evaluation Staff and Title VII Evaluation Staff.

Was the instrument administered under standardized conditions?

Physical testing arrangements may vary from school to school.

Were there problems with the instrument or the administration that might affect the validity of the data?

The noise level in some places where the testing is conducted may distract students and testers.

Who developed the instrument?

Title VII Evaluation Staff.

What reliability and validity data are available on the instrument?

Reliability for the September, 1977 testing was estimated as .72 using coefficient alpha. Content validity of the instrument is based on the items being from the home domain and vocabulary being localized for Austin.

Are there norm data available for interpreting the results?

No.

SPANISH SCREENING TEST
(SST)

Purpose

The Spanish Screening Test (SST) was developed in August, 1976 as part of an effort to identify Limited English-Speaking Ability (LESA) students. This instrument serves to select those who warrant further testing to determine their level of Spanish-speaking ability. The SST is intended to be used in conjunction with the PAL Oral Language Dominance Measure.

Since part of the definition of LESA is that the child come from a Spanish-speaking background, but not that the child actually speak Spanish, the SST was inserted as preliminary measure to identify those students who understand Spanish but who are unable to speak it well enough to make a non-zero score on the PAL.

Procedure

The test was developed by the Title VII evaluation staff and field tested during the latter part of August, 1976 at Reilly Elementary. It was first administered to a kindergarten class of 22. The testers decided that the maximum number of children that could be tested at one time was 10, with at least 1 proctor in attendance. It was found to be preferable, however, to test as few as five children at a time.

The SST was administered district-wide. Thus, Title VII evaluation staff were not directly involved in the testing apart from the development and field testing of the instrument and the training session for the testers.

School personnel were asked to identify possible LESA students and submit a list to System-Wide Testing staff who, in turn scheduled the SST. Testing was effected during the month of September. All scoring was done by the Office of Research and Evaluation.

Results

Figure B-1 summarizes the raw scores for the kindergarten students in project schools. No students were tested at Zavala because the teachers volunteered to administer the PAL Oral Language Dominance Measure early in September to all students.

Of the 646 project kindergarten students tested, 406 (63%) scored above the level chosen for determining if a child understands Spanish (4 or more correct responses). For individual schools, the percentage ranged from 39% to 95%.

School	Total # of K Students Tested	Number and Percentage Scoring ...								# and % Scoring 4 or above**
		0	1	2	3	4	5	6	7	
Allison	97	9 9%	9 9%	6 6%	7 7%	3 2%	7 7%	13 13%	43 44%	66 68%
Becker	103	19 18%	16 16%	12 12%	10 10%	3 3%	8 8%	15 15%	20 19%	46 45%
Brooke	65	5 8%	4 6%	1 2%	3 5%	4 6%	9 14%	11 17%	28 43%	52 80%
Dawson	81	17 21%	11 14%	7 9%	4 5%	7 9%	8 10%	17 21%	10 12%	42 52%
Govalle	112	11 10%	12 11%	18 16%	9 8%	9 8%	9 8%	13 12%	31 28%	62 55%
Metz	61			2 3%	1 2%	3 5%	4 7%	9 15%	42 69%	58 95%
Ortega	56	26 46%	3 5%	5 9%	0 0%	1 2%	2 4%	6 11%	13 23%	22 39%
Sanchez	71	2 3%	2 3%	4 6%	5 7%	4 6%	8 11%	13 18%	33 46%	58 82%
Zavala	*									
All Title VII Schools	646	89 14%	57 9%	55 9%	39 6%	34 5%	55 9%	97 15%	220 34%	406 63%

* Zavala opted to give the PAL to all K students in lieu of the Spanish Screening Test.

** 4 or above was chosen as the criterion level for designating a student as coming from a Spanish speaking background.

Figure B-1 SUMMARY OF SPANISH SCREENING TEST FOR TITLE VII PROJECT SCHOOLS

212

Appendix C

Experienced-Based Curriculum Test (EBCT)

Instrument Description: Experienced-Based Curriculum Test (EBCT)

Brief description of the instrument:

The EBCT is a three-level test administered to K-5 students. It is based on a series of curriculum units written to implement the experience-based curriculum that incorporates classroom and field experiences. Level 1 has 24 items and levels 2 and 3 have 32 items each.

To whom was the instrument administered?

Level 1 was administered to grade K-1, level 2 to grade 2, and level 3 to grades 3-5.

How many times was the instrument administered?

Twice.

When was the instrument administered?

September, 1977 and February, 1978.

Where was the instrument administered?

At the Title VII schools.

Who administered the instrument?

Title VII Evaluation Staff and Testers.

What training did the administrators have?

A workshop was conducted by the Office of Research and Evaluation to review the procedures for testing. The testers were then allowed to observe and assist in the schools before assuming responsibility for actual testing.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

Noise levels in some places where the testing is conducted may distract students and testers. Also, the room assigned may not be adequate for testing in regards to size in which case may also distract a child by giving him the opportunity to look at someone else's answers.

Who developed the instrument?

Title VII Evaluation Staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

None.

EXPERIENCED-BASED CURRICULUM TEST (EBCT)

Purpose

The Experience-Based Curriculum Test (EBCT) is a three-level instrument developed by Title VII evaluation staff as a pre- and post measure of achievement in the experience-based curriculum (units and field trips) that were instituted as part of the curriculum in September, 1976. The EBCT measures vocabulary representative of the units included in the field trip curriculum in order to assess the language acquisition of those students participating. Half of the items test Spanish vocabulary words, and half English.

Procedure

The EBCT has been in use since September 1976, when the first series of tests was first developed by the Title VII personnel. The vocabulary lists, which are part of each unit, were used to generate three multiple choice items for each topic and for each language in the level 1 exam. For levels 2 and 3, four multiple choice items were generated for each topic and for each language. This made a total of 24 items for grades kindergarten and 1, and 32 items for grades 2 through 5. Two levels were developed for the primary grades to make allowance for the differences in age and skills between students in K-1 and 2. Thus, the final EBCT is made up of three levels which include grades K-1, 2, and 3-5.

This year the test was given to a random sample of students from grades kindergarten to fifth. Level 1 (K-1) is given to approximately twelve children at a time and takes about 30 minutes to administer. For this test, the children mark pictures in the test booklets on verbal direction from the tester. For level 2, which takes about one hour to give, the students mark pictures and words on the booklet on verbal direction from the test administrator. For level 3, which also takes about one hour to give, the students mark only words on the booklet on verbal direction from the test administrator.

Arrangements for giving the test are made by the evaluation staff with local campus personnel. This year the Office of Research and Evaluation hired testers to aid the staff in the administration and monitoring of the test. All scoring of the EBCT is done by the Office of Research and Evaluation.

Results

Analyses of the pretests are continuing. An item analysis, showing the mean scores, standard deviations, and coefficient alphas, for each subtest and total score for each section of the three levels is included as Attachment C-1.

The mean for each item and that item's correlation with its subscale and the total score an also detailed.

Attachment C-1

ITEM ANALYSES EXPERIENCE BASED CURRICULUM TEST

(Page 1 of 37)

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR ESL ENGLISH ZAVALA FALL 77

PARAMETERS
COL  1- 5 =    12
COL  6-10 =    43
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (80A1)

ITEM N              1            2            3            4            5
               3.0000       3.0000       3.0000       3.0000      12.0000

MEANS               1            2            3            4            5
               1.0000       0.7574       0.9555       0.5814       3.3023

SIGMAS              1            2            3            4            5
               0.7471       0.7727       0.7136       0.7243       1.9711

ALPHAS              1            2            3            4            5
               0.2274       0.1005      -0.3057       0.2050       0.4925



    ITEM  SCALE   MEAN   SIGMA   R(TOTAL)   R(SCALE)
      1     1     0.05   0.211    0.1902     0.4434
      2     1     0.35   0.477    0.4075     0.6331
      3     1     0.60   0.489    0.5066     0.7003
      4     2     0.16   0.369    0.5576     0.4556
      5     2     0.23   0.424    0.3096     0.7240
      6     2     0.33   0.473    0.2207     0.5945
      7     3     0.15   0.359    0.1922     0.4700
      8     3     0.42   0.495    0.4917     0.5175
      9     3     0.37   0.483    0.3945     0.5
     10     4     0.14   0.347    0.2106     0.5 1
     11     4     0.14   0.347    0.3509     0.51
     12     4     0.30   0.459    0.5413     0.50



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO   1    2    3    4    5    6    7    8    9

  1    0    3    23   12   45    5    7    0    0    0    0    0
  2    0    1    12   35   40    7    7    0    0    0    0    0
  3    0    2    12   15   60   12    0    0    0    0    0    0
  4    0    1    14   16   49   19    2    0    0    0    0    0
  5    0    2    11    0   28   33   19    0    0    0    0    0
  6    0    4     7    2   44   14   33    0    0    0    0    0
  7    0    2    12   33   15   12   28    0    0    0    0    0
  8    0    4     9   14   28    7   42    0    0    0    0    0
  9    0    3    33    2   14   37   14    0    0    0    0    0
 10    0    4    12    9   33   33   14    0    0    0    0    0
 11    0    1    14   14   28   30   14    0    0    0    0    0
 12    0    3     9   28   14   30   19    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR ESC ENGLISH SANCHEZ FALL 77

PARAMETERS
COL  1- 5 =     12
COL  6-10 =     47
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = ([illegible])

ITEM N              1           2           3           4           5
               3.0000      3.0000      3.0000      3.0000     12.0000

MEANS               1           2           3           4           5
               1.7234      1.1064      0.9149      0.9362      4.6809

SIGMAS              1           2           3           4           5
               0.8922      0.9047      0.7095      0.7552      2.1649

ALPHAS              1           2           3           4           5
               0.5324      0.4679     -0.2401     -0.1119      0.5615


       ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
         1      1   0.77  0.423   0.6150    0.7602
         2      1   0.77  0.423   0.5221    0.7299
         3      1   0.19  0.393   0.3964    0.5358
         4      2   0.09  0.279   0.1506    0.4693
         5      2   0.60  0.491   0.6196    0.7676
         6      2   0.43  0.494   0.5245    0.8026
         7      3   0.23  0.423   0.5226    0.4913
         8      3   0.49  0.500   0.5215    0.6575
         9      3   0.19  0.393   0.0718    0.4394
        10      4   0.17  0.376   0.2499    0.4131
        11      4   0.36  0.480   0.3360    0.5913
        12      4   0.40  0.491   0.3818    0.6437


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  ROW  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    2     4     9   77    2    9    0    0    0    0    0
  2    0    1     6    77    9    6    2    0    0    0    0    0
  3    0    4     6    60    9    6   19    0    0    0    0    0
  4    0    3    15    28   43    9    6    0    0    0    0    0
  5    0    1     9    60   23    4    4    0    0    0    0    0
  6    0    2     4    28   43   17    9    0    0    0    0    0
  7    0    1     2    23   55   17    2    0    0    0    0    0
  8    0    2     2     9   49   25   15    0    0    0    0    0
  9    0    4    15     2   43   21   19    0    0    0    0    0
 10    0    2    11    43   17   13   17    0    0    0    0    0
 11    0    4     6    40    9    9   36    0    0    0    0    0
 12    0    3    15     6   19   40   19    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR ESC ENGLISH METZ & ORTEGA  FALL 77

PARAMETERS
COL  1- 5 =     12
COL  6-10 =     66
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (0041Y)

ITEM N.              1           2           3           4           5
                3.0000      3.0000      3.0000      3.0000     12.0000

MEANS                1           2           3           4           5
                1.7727      1.0909      0.9242      0.8939      4.6818

SIGMAS               1           2           3           4           5
                0.7345      0.7533      0.8222      0.5725      2.0901

ALPHAS               1           2           3           4           5
                0.2314      0.1463      0.1330      0.2930      0.5412


        ITEM   SCALE   MEAN   SIGMA   R(TOTAL)   R(SCALE)
          1      1     0.80   0.393    0.4332     0.6249
          2      1     0.79   0.409    0.5043     0.6409
          3      1     0.16   0.365    0.3349     0.5739
          4      1     0.02   0.122   -0.0405    -0.0150
          5      2     0.33   0.499    0.5104     0.7334
          6      2     0.35   0.478    0.4434     0.7505
          7      3     0.39   0.489    0.5898     0.6777
          8      3     0.15   0.359    0.4080     0.4501
          9      3     0.35   0.435    0.4525     0.6797
         10      4     0.23   0.419    0.4265     0.6045
         11      4     0.39   0.489    0.5085     0.7021
         12      4     0.27   0.445    0.3662     0.6202


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0     2     2     5   80    5    8    0    0    0    0    0
  2    0     1     2    79   11    5    5    0    0    0    0    0
  3    0     4     3    65    5    6   16    0    0    0    0    0
  4    0     3     3    21   56    2   17    0    0    0    0    0
  5    0     1     2    33   32    2   12    0    0    0    0    0
  6    0     2     2    25   35   12    6    0    0    0    0    0
  7    0     3     2    17    9   39   33    0    0    0    0    0
  8    0     4     5    14   24   42   15    0    0    0    0    0
  9    0     2     5    17   35   20   23    0    0    0    0    0
 10    0     1     2    23   50   21    5    0    0    0    0    0
 11    0     2     2     9   39   35   15    0    0    0    0    0
 12    0     4     3     3   53   14   27    0    0    0    0    0
```

```
***.OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR ESC ENGLISH- CARSON FALL 77

PARAMETERS
COL  1- 5 =     12
COL  6-10 =     24
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N             1           2           3           4           5
               3.0000      3.0000      3.0000      3.0000     12.0000


MEANS              1           2           3           4           5
               1.1667      0.8750      1.1250      1.0417      4.2083


SIGMAS             1           2           3           4           5
               0.7993      0.6654      0.8323      0.7345      1.7790


ALPHAS             1           2           3           4           5
               0.3505     -0.2706      0.0451     -0.2334      0.2906




     ITEM   SCALE    MEAN   SIGMA    R(TOTAL)    R(SCALE)
       1      1      0.04   0.200     0.3923      0.4933
       2      1      0.71   0.455     0.5369      0.7072
       3      1      0.42   0.493     0.3285      0.7754
       4      2      0.21   0.406     0.2360      0.5590
       5      2      0.13   0.331     0.2590      0.2604
       6      2      0.54   0.498     0.4338      0.7070
       7      3      0.25   0.433    -0.0135      0.4914
       8      3      0.38   0.484     0.3300      0.6075
       9      3      0.50   0.500     0.3962      0.5503
      10      4      0.50   0.500     0.2575      0.6851
      11      4      0.21   0.406     0.2300      0.3625
      12      4      0.33   0.471     0.4140      0.6344




CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM   REV   KEY   ZERO     1     2     3     4     5     6     7     8     9

   1     0     3     12    29    42     4    12     0     0     0     0     0
   2     0     1      0    71    25     0     4     0     0     0     0     0
   3     0     2      4    17    42    29     8     0     0     0     0     0
   4     0     4      0    21    33    25    21     0     0     0     0     0
   5     0     1      8    12    25    54     0     0     0     0     0     0
   6     0     3     12    12    12    54     8     0     0     0     0     0
   7     0     2     17    25    25    17    17     0     0     0     0     0
   8     0     4      8    29    12    12    37     0     0     0     0     0
   9     0     3      8    12     0    50    29     0     0     0     0     0
  10     0     3      4    12     4    50    29     0     0     0     0     0
  11     0     4      4     8    33    33    21     0     0     0     0     0
  12     0     2      8    12    33    25    21     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR ESC ENGLISH ALLISON BECKER & DUVALLE FALL 77

PARAMETERS
COL  1- 5 =     12
COL  6-10 =    103
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (30X17)

ITEM N               1            2            3            4            5
                3.0000       3.0000       3.0000       3.0000      12.0000


MEANS                1            2            3            4            5
                1.6381       1.1233       1.0095       0.7905       4.5619


SIGMAS               1            2            3            4            5
                0.7519       0.7521       0.8106       0.7645       1.7631


ALPHAS               1            2            3            4            5
                0.0706      -0.0269      -0.0156       0.0279       0.2952


                ITEM  SCALE  MEAN   SIGMA   R(TOTAL)  R(SCALE)
                  1     1    0.76   0.426    0.5141    0.6707
                  2     1    0.72   0.447    0.3977    0.5841
                  3     1    0.15   0.359    0.3420    0.3907
                  4     2    0.09   0.286    0.2068    0.4019
                  5     2    0.54   0.498    0.4507    0.6593
                  6     2    0.50   0.500    0.3161    0.5221
                  7     3    0.23   0.422    0.2832    0.5133
                  8     3    0.37   0.483    0.4349    0.6475
                  9     3    0.30   0.461    0.3154    0.5555
                 10     4    0.29   0.452    0.2554    0.6144
                 11     4    0.19   0.393    0.3232    0.4515
                 12     4    0.31   0.464    0.3519    0.6416


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1          2     4    5   76    2   12    0    0    0    0    0
  2          1     5   72    4   12    6    0    0    0    0    0
  3          4     3   71   10    1   15    0    0    0    0    0
  4          3    11   24   35    9   21    0    0    0    0    0
  5          1    11   54   15    2   17    0    0    0    0    0
  6          2    12   18   50   12    8    0    0    0    0    0
  7          2     9   33   23   10   15    0    0    0    0    0
  8          4     9   30   17    8   37    0    0    0    0    0
  9          3     9   11   15   30   25    0    0    0    0    0
 10          3     8   31    7   29   23    0    0    0    0    0
 11          4     5    3   26   46   19    0    0    0    0    0
 12          2    15   19   31   23   11    0    0    0    0    0
```

```
     *** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR ESL ENGLISH GROUPS FALL 77

PARAMETERS
COL  1- 5 =     12
COL  6-10 =     41
COL 11-15 =   1014
COL 16-20 =      1
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N              1          2          3          4          5
               3.0000     3.0000     3.0000     3.0000    12.0000


MEANS               1          2          3          4          5
               1.2293     0.8760     0.8557     0.8537     4.4145


SIGMAS              1          2          3          4          5
               0.7520     0.7590     0.6529     0.6462     1.5707


ALPHAS              1          2          3          4          5
               0.4150     0.0131    -0.2946    -0.5355     0.1754


         ITEM   SCALE    MEAN   SIGMA   R(TOTAL)  R(SCALE)
                         0.33   0.527    0.3707    0.6590
           1      1      0.73   0.444    0.5574    0.5094
           2      1      0.17   0.376    0.3329    0.5270
           3      1      0.24   0.429    0.2329    0.7066
           4      2      0.12   0.327    0.2329    0.2632
           5      2      0.51   0.500    0.4732    0.6973
           6      2      0.10   0.297    0.2263    0.1908
           7      3      0.37   0.482    0.1535    0.5615
           8      3      0.39   0.488    0.2336    0.6107
           9      3      0.27   0.443    0.2246    0.5630
          10      4      0.15   0.353    0.2412    0.2005
          11      4      0.44   0.496    0.2972    0.5537
          12      4



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM   REV   KEY   ZERO    1     2     3     4     5     6     7     8     9

  1     0     2     0      5    88     2     5     0     0     0     0     0
  2     0     1     0     78     2    12     7     0     0     0     0     0
  3     0     4     5     66    12     0    17     0     0     0     0     0
  4     0     4     2     20    20    34    24     0     0     0     0     0
  5     0     1     0     12    22    46    20     0     0     0     0     0
  6     0     5     0     15    12    51    22     0     0     0     0     0
  7     0     2     1     32    10    22    34     0     0     0     0     0
  8     0     4     0     39    15    10    37     0     0     0     0     0
  9     0     5     1      7    28    39    22     0     0     0     0     0
 10     0     5     0     24    10    27    39     0     0     0     0     0
 11     0     4     0     27    37    22    15     0     0     0     0     0
 12     0     2     0     10    44    27    15     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR ESC SPANISH ALLISON BECKER & GOVALLE FALL 77

PARAMETERS
COL  1- 5 =    12
COL  6-10 =   105
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N          1           2           3           4           5
           3.0000      3.0000      3.0000      3.0000     12.0000

MEANS           1           2           3           4           5
           1.5619      1.4095      0.3048      1.0952      4.3714

SIGMAS          1           2           3           4           5
           0.8829      0.9827      0.5000      0.9614      1.9917

ALPHAS          1           2           3           4           5
           0.1354      0.3675     -0.1056      0.4201      0.4460


     ITEM  SCALE  MEAN  SIGMA   R(TOTAL)  R(SCALE)
       1     1    0.34  0.475   0.5403    0.6538
       2     1    0.70  0.456   0.3933    0.5538
       3     1    0.51  0.500   0.3056    0.6401
       4     2    0.48  0.499   0.4828    0.6311
       5     2    0.37  0.483   0.3515    0.7427
       6     2    0.56  0.496   0.3671    0.6219
       7     3    0.04  0.191   0.2377    0.3762
       8     3    0.14  0.350   0.1425    0.6766
       9     3    0.12  0.329   0.2633    0.5805
      10     4    0.28  0.447   0.4302    0.6478
      11     4    0.50  0.500   0.5673    0.7718
      12     4    0.31  0.464   0.3270    0.6158


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1          1    28   34   13   12   12    0    0    0    0    0
  2          3     5    3   10   70   12    0    0    0    0    0
  3.         4    23    0   11   14   51    0    0    0    0    0
  4          3    13    2    6   48   31    0    0    0    0    0
  5          1    14   37    9   17   23    0    0    0    0    0
  6          2     6    5   56   23   10    0    0    0    0    0
  7          1     7    4   52   22   15    0    0    0    0    0
  8          4    10    5   63    9   14    0    0    0    0    0
  9          1    10   12   47    3   24    0    0    0    0    0
 10          3     7    6   49   28   11    0    0    0    0    0
 11          2     5   17   50    7   21    0    0    0    0    0
 12          4    11    3   33   21   31    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR EBC SPANISH BROOKE FALL 77

PARAMETERS
COL  1- 5 =    12
COL  6-10 =    41
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)


ITEM N             1           2           3           4           5
              3.0000      3.0000      3.0000      3.0000     12.0000


MEANS              1           2           3           4           5
              1.7073      1.1220      0.3902      1.2439      4.4634


SIGMAS             1           2           3           4           5
              0.7406      0.7052      0.5355      0.8491      1.5738


ALPHAS             1           2           3           4           5
             -0.4653     -0.5670     -0.2490      0.2525      0.0677



     ITEM  SCALE  MEAN  SIGMA   R(TOTAL)   R(SCALE)
       1     1    0.46  0.499    0.3159     0.4994
       2     1    0.63  0.482    0.1909     0.5203
       3     1    0.61  0.488    0.2982     0.4940
       4     2    0.41  0.493    0.2547     0.4863
       5     2    0.44  0.496    0.3007     0.5439
       6     2    0.27  0.443    0.0663     0.4417
       7     3    0.17  0.376    0.0721     0.6377
       8     3    0.07  0.260   -0.0232     0.3200
       9     3    0.15  0.353    0.5341     0.6003
      10     4    0.27  0.443    0.5893     0.6040
      11     4    0.71  0.455    0.4944     0.6898
      12     4    0.27  0.443    0.4150     0.6040


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY  ZERO     1     2     3     4     5     6     7     8     9

  1    0     1     0     46    20    12    22     0     0     0     0     0
  2    0     3     0      2    10    63    24     0     0     0     0     0
  3    0     4     2      5    12    20    61     0     0     0     0     0
  4    0     1     0     41    12    27    20     0     0     0     0     0
  5    0     4     0     39     2    12    44     2     0     0     0     0
  6    0     3     2     17    27    27    27     0     0     0     0     0
  7    0     1     0     17    15    49    20     0     0     0     0     0
  8    0     4     5      0    78    10     7     0     0     0     0     0
  9    0     1     0     15    44     5    37     0     0     0     0     0
 10    0     3     2     10    49    27    12     0     0     0     0     0
 11    0     2     2      7    71    10    10     0     0     0     0     0
 12    0     4     0      7    41    24    27     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR EBC SPANISH DAWSON FALL 77

PARAMETERS
COL  1- 5 =    12
COL  6-10 =    24
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)


ITEM N              1          2          3          4          5
               3.0000     3.0000     3.0000     3.0000    12.0000


MEANS               1          2          3          4          5
               1.6667     0.5333     0.1667     1.0833     3.5000


SIGMAS              1          2          3          4          5
               0.8498     0.7592     0.3727     0.7592     1.6073


ALPHAS              1          2          3          4          5
               0.1082     0.3253    -0.1125    -0.1175     0.2918


   ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
     1     1    0.75  0.433   0.4789    0.5661
     2     1    0.38  0.484   0.0803    0.5064
     3     1    0.54  0.498   0.7024    0.7216
     4     2    0.25  0.433   0.5388    0.6971
     5     2    0.08  0.276   0.2914    0.5626
     6     2    0.25  0.433   0.5937    0.6971
     7     3    0.0   0.0     0.0       0.0
     8     3    0.13  0.331   0.2744    0.8452
     9     3    0.04  0.200  -0.0649    0.4663
    10     4    0.38  0.484   0.3431    0.5952
    11     4    0.54  0.498   0.1821    0.4314
    12     4    0.17  0.373   0.2782    0.6872


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    3     4    4    0   75   17    0    0    0    0    0
  2    0    1    17   37   17   12   17    0    0    0    0    0
  3    0    2    17    4   54   25    0    0    0    0    0    0
  4    0    1    17   25   25   33    0    0    0    0    0    0
  5    0    4    12   37   21   21    8    0    0    0    0    0
  6    0    3    12   17   29   25   17    0    0    0    0    0
  7    0    1     8    0   33   37   21    0    0    0    0    0
  8    0    4     0    8   75    4   12    0    0    0    0    0
  9    0    1     8    4   50   12   25    0    0    0    0    0
 10    0    3    12    8   29   37   12    0    0    0    0    0
 11    0    2     4   12   54   12   17    0    0    0    0    0
 12    0    4    17    4   29   33   17    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR EBC SPANISH SANCHEZ FALL 77

PARAMETERS
COL  1- 5 =    12
COL  6-10 =    47
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N            1           2           3           4           5
             3.0000      3.0000      3.0000      3.0000     12.0000


MEANS             1           2           3           4           5
             1.3191      1.2979      0.9149      0.3191      3.8511


SIGMAS            1           2           3           4           5
             0.9250      1.0297      1.0070      0.6558      2.2783


ALPHAS            1           2           3           4           5
             0.3698      0.4906      0.6683      0.5337      0.6291


      ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
        1     1    0.19  0.393   0.4590    0.7090
        2     1    0.60  0.491   0.4790    0.6123
        3     1    0.53  0.499   0.5376    0.6925
        4     2    0.53  0.499   0.2943    0.6441
        5     2    0.32  0.466   0.4655    0.8215
        6     2    0.45  0.497   0.5096    0.6544
        7     3    0.49  0.500   0.5497    0.8435
        8     3    0.11  0.308   0.4466    0.6459
        9     3    0.32  0.466   0.5055    0.8284
       10     4    0.04  0.202   0.3377    0.7011
       11     4    0.17  0.376   0.5017    0.8155
       12     4    0.11  0.308   0.2346    0.6739


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    1    57    19   13    9    2    0    0    0    0    0
  2    0    3    21     0   13   60    6    0    0    0    0    0
  3    0    4    30     0    6   11   53    0    0    0    0    0
  4    0    3    28     2    0   53   17    0    0    0    0    0
  5    0    1    26    32   13   19   11    0    0    0    0    0
  6    0    2     9     6   45   36    4    0    0    0    0    0
  7    0    3    17    26    9   49    0    0    0    0    0    0
  8    0    2    13     2   11   70    4    0    0    0    0    0
  9    0    3     9     9   15   32   36    0    0    0    0    0
 10    0    1    15     4   43   32    6    0    0    0    0    0
 11    0    4     6     2   72    2   17    0    0    0    0    0
 12    0    1    13    11   32   13   32    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR EBC SPANISH METZ & ORTEGA FALL 77

PARAMETERS
COL  1- 5 =    12
COL  6-10 =    66
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N             1           2           3           4           5
              3.0000      3.0000      3.0000      3.0000     12.0000

MEANS              1           2           3           4           5
              1.5758      1.5152      1.2879      0.8485      5.2273

SIGMAS             1           2           3           4           5
              0.9544      0.8392      0.8663      0.7636      2.2279

ALPHAS             1           2           3           4           5
              0.3395     -0.0655      0.1303      0.2020      0.5129

      ITEM  SCALE  MEAN  SIGMA   R(TOTAL)  R(SCALE)
        1     1    0.36  0.481   0.5874    0.7650
        2     1    0.65  0.476   0.4742    0.5745
        3     1    0.56  0.496   0.4603    0.6300
        4     2    0.58  0.494   0.2665    0.5269
        5     2    0.41  0.492   0.5514    0.6276
        6     2    0.53  0.499   0.1914    0.5415
        7     3    0.30  0.460   0.3323    0.6181
        8     3    0.61  0.489   0.5416    0.5543
        9     3    0.38  0.485   0.3129    0.6419
       10     4    0.55  0.498   0.4073    0.7354
       11     4    0.14  0.343   0.4351    0.6570
       12     4    0.17  0.373   0.1916    0.4614

CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    1    29    36    9   20    6    0    0    0    0    0
  2    0    3     6     9   14   65    6    0    0    0    0    0
  3    0    4     8     0   14   23   56    0    0    0    0    0
  4    0    3     5     3    3   58   32    0    0    0    0    0
  5    0    1    12    41    3   20   24    0    0    0    0    0
  6    0    2     3     6   53   29    9    0    0    0    0    0
  7    0    3     3    11   44   30   12    0    0    0    0    0
  8    0    2     3     6   61   11   20    0    0    0    0    0
  9    0    4     8     5   29   21   38    0    0    0    0    0
 10    0    3     2    30    3   55   11    0    0    0    0    0
 11    0    2     8     6   14   55   18    0    0    0    0    0
 12    0    3     5     8   12   17   59    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 1 SCORING FOR EBC SPANISH ZAVALA FALL 77

PARAMETERS
COL  1- 5 =    12
COL  6-10 =    43
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N             1          2          3          4          5
              3.0000     3.0000     3.0000     3.0000    12.0000

MEANS              1          2          3          4          5
              1.2791     0.8372     0.3256     0.8140     3.2558

SIGMAS             1          2          3          4          5
              0.7572     0.9383     0.5158     0.7852     2.0127

ALPHAS             1          2          3          4          5
             -0.3736     0.6173    -0.0976     0.0816     0.5252


     ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
       1     1    0.51  0.500   0.3553    0.4215
       2     1    0.33  0.469   0.2569    0.3994
       3     1    0.44  0.497   0.2592    0.7235
       4     2    0.51  0.500   0.5634    0.3221
       5     2    0.21  0.407   0.7015    0.7594
       6     2    0.12  0.321   0.4585    0.6815
       7     3    0.05  0.211   0.1365    0.5028
       8     3    0.12  0.321   0.4946    0.4743
       9     3    0.16  0.369   0.2256    0.6986
      10     4    0.21  0.407   0.3891    0.4859
      11     4    0.26  0.436   0.5081    0.7498
      12     4    0.35  0.477   0.4646    0.5463


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    3    28    5    2   51   14    0    0    0    0    0
  2    0    1    35   33    7   14   12    0    0    0    0    0
  3    0    2    12    0   44   40    5    0    0    0    0    0
  4    0    3    21    7    9   51   12    0    0    0    0    0
  5    0    2    47    0   21   16   16    0    0    0    0    0
  6    0    3    28    2    2   12   56    0    0    0    0    0
  7    0    1    49    5   16   19   12    0    0    0    0    0
  8    0    4    12    2   70    5   12    0    0    0    0    0
  9    0    1    40   16   21    7   16    0    0    0    0    0
 10    0    1    37   21    5   33    5    0    0    0    0    0
 11    0    4    47   23    0    5   26    0    0    0    0    0
 12    0    3    35    9   12   35    9    0    0    0    0    0
```

```
      *** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC ENGLISH ALLISON BECKER & GOVALLE FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =    53
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)


ITEM N             1           2           3           4           5
              4.0000      4.0000      4.0000      4.0000     16.0000


MEANS              1           2           3           4           5
              2.6604      0.8679      0.8113      1.0755      5.4151


SIGMAS             1           2           3           4           5
              0.8229      0.7014      0.6459      0.8870      1.3796


ALPHAS             1           2           3           4           5
              0.0341     -0.2528     -0.3072      0.0712     -0.3220



        ITEM  SCALE  MEAN  SIGMA   R(TOTAL)  R(SCALE)
          1     1    0.92  0.264  -0.0176    0.4029
          2     1    0.91  0.292   0.2375    0.6512
          3     2    0.0   0.0     0.0       0.0
          4     2    0.40  0.489   0.0918    0.5925
          5     3    0.08  0.264   0.1211    0.4152
          6     3    0.0   0.0     0.0       0.0
          7     4    0.25  0.430  -0.0762    0.3470
          8     4    0.11  0.317   0.2810    0.4396
          9     1    0.36  0.480   0.5451    0.4998
         10     1    0.47  0.499   0.2362    0.5737
         11     2    0.15  0.358   0.0259    0.3800
         12     2    0.32  0.467   0.1446    0.5904
         13     3    0.26  0.441   0.3[illegible]61    0.6388
         14     3    0.47  0.499   0.3732    0.5101
         15     4    0.34  0.474   0.3907    0.6577
         16     4    0.38  0.485   0.3865    0.5920

CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1          4    2     0    0    6   92    0    0    0    0    0
  2          2    0     0   91    0    9    0    0    0    0    0
  3          3    0     0    9    0   91    0    0    0    0    0
  4          2    0    17   40   38    6    0    0    0    0    0
  5          4    0     2   19   72    3    0    0    0    0    0
  6          2    0     2    0    4   94    0    0    0    0    0
  7          4    0    13    0   62   25    0    0    0    0    0
  8          3    2    30    8   11   49    0    0    0    0    0
  9          3    0     6   23   36   36    0    0    0    0    0
 10          4    0    17   21   15   47    0    0    0    0    0
 11          1    0    15    6   40   40    0    0    0    0    0
 12          4    0     6    9   53   32    0    0    0    0    0
 13          3    0    25   15   26   34    0    0    0    0    0
 14    0     1    0    47   13   17   23    0    0    0    0    0
 1561680     3    0     8   21   34   33    0    0    0    0    0
 16          2    0    30   33   11   21    0    0    0    0    0
```

Attachment C-1 (continued, Page 14 of 37)

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC ENGLISH BROOKE FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     17
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)


ITEM N          1          2          3          4          5
           4.0000     4.0000     4.0000     4.0000    16.0000


MEANS           1          2          3          4          5
           2.2941     0.4118     1.0588     0.9412     4.7059


SIGMAS          1          2          3          4          5
           1.2255     0.4922     0.8725     0.7252     2.0224


ALPHAS          1          2          3          4          5
           0.6452    -0.5333     0.1455    -0.2632     0.4350



         ITEM   SCALE  MEAN  SIGMA   R(TOTAL)  R(SCALE)
          1      1     0.76  0.424    0.6050    0.8121
          2      1     0.82  0.381    0.6194    0.3666
          3      2     0.06  0.235    0.4072    0.2988
          4      2     0.24  0.424   -0.2622    0.6630
          5      3     0.41  0.492    0.4763    0.4916
          6      3     0.0   0.0      0.0       0.0
          7      4     0.06  0.235    0.0364    0.0203
          8      4     0.35  0.478    0.5943    0.7388
          9      1     0.29  0.456    0.1577    0.4772
         10      1     0.41  0.492    0.5354    0.6770
         11      2     0.12  0.322    0.5948    0.4364
         12      2     0.0   0.0      0.0       0.0
         13      3     0.35  0.478    0.5335    0.7967
         14      3     0.29  0.456    0.0939    0.5483
         15      4     0.12  0.322   -0.1275    0.0296
         16      4     0.41  0.492    0.4763    0.7271



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY  ZERO    1     2     3     4     5     6     7     8     9

  1    0     4    13     0     0     6    76     0     0     0     0     0
  2    0     2     0     0    82     0    18     0     0     0     0     0
  3    0     3     6    35    35     6    18     0     0     0     0     0
  4    0     2     0    35    24    24    18     0     0     0     0     0
  5    0     2     0     0    41    29    29     0     0     0     0     0
  6    0     1     6     0     0     6    88     0     0     0     0     0
  7    0     2     0     0     6    53    41     0     0     0     0     0
  8    0     1    12    35    12     6    35     0     0     0     0     0
  9    0     3     0    24    35    29    12     0     0     0     0     0
 10    0     4     0    18    24    18    41     0     0     0     0     0
 11    0     1     6    12    35    29    18     0     0     0     0     0
 12    0     4    12    18    47    24     0     0     0     0     0     0
 13    0     3    18    18    12    35    18     0     0     0     0     0
 14    0     1    12    29    18    29    12     0     0     0     0     0
 15    0     3    12    18     6    12    53     0     0     0     0     0
 16    0     2    18    24    41     6    12     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC ENGLISH DAWSON FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     12
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N              1           2           3           4           5
               4.0000      4.0000      4.0000      4.0000     16.0000


MEANS               1           2           3           4           5
               1.7500      0.7500      1.0000      0.8333      4.3333


SIGMAS              1           2           3           4           5
               0.7217      0.7217      0.8165      0.5528      1.5936


ALPHAS              1           2           3           4           5
               0.3556     -0.0000      0.2500     -0.9091      0.2493



       ITEM   SCALE   MEAN   SIGMA   R(TOTAL)   R(SCALE)
         1       1    1.00   0.0      0.0        0.0
         2       1    0.0    0.0      0.0        0.0
         3       2    0.17   0.373    0.3264     0.4648
         4       2    0.42   0.493    0.5639     0.7612
         5       3    0.08   0.276   -0.0629     0.3693
         6       3    0.0    0.0      0.0        0.0
         7       4    0.0    0.0      0.0        0.0
         8       4    0.25   0.433   -0.2408     0.5222
         9       1    0.17   0.373    0.1365     0.7746
        10       1    0.58   0.493    0.5992     0.8783
        11       2    0.17   0.373    0.4663     0.4648
        12       2    0.0    0.0      0.0        0.0
        13       3    0.58   0.493    0.5992     0.8281
        14       3    0.33   0.471    0.7372     0.6495
        15       4    0.08   0.276   -0.2515     0.0909
        16       4    0.50   0.500    0.4170     0.6030


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY   ZERO     1     2     3     4     5     6     7     8     9

   1    0     4      0     0     0     0   100     0     0     0     0     0
   2    0     2      0    50     0    42     8     0     0     0     0     0
   3    0     4      8    25    33    17    17     0     0     0     0     0
   4    0     3     17    25     0    42    17     0     0     0     0     0
   5    0     2     17     0     8    50    25     0     0     0     0     0
   6    0     1      0     0     0     0   100     0     0     0     0     0
   7    0     2      0    25     0    67     8     0     0     0     0     0
   8    0     1      8    25    17     0    50     0     0     0     0     0
   9    0     3      0    33    17    17    33     0     0     0     0     0
  10    0     4      0     8    17    17    58     0     0     0     0     0
  11    0     1      0    17    17    25    42     0     0     0     0     0
  12    0     4      0     8    50    42     0     0     0     0     0     0
  13    0     3      0    25    17    58     0     0     0     0     0     0
  14    0     1      8    33     8     0    50     0     0     0     0     0
  15    0     3      8    42    25     8    17     0     0     0     0     0
  16    0     2      0    17    50     0    33     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC ENGLISH METZ & ORTEGA  FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =    30
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)


ITEM N              1          2          3          4          5
               4.0000     4.0000     4.0000     4.0000    16.0000


MEANS               1          2          3          4          5
               2.2333     0.8667     0.7000     1.0333     4.8333


SIGMAS              1          2          3          4          5
               0.8825     0.6182     0.7371     0.9481     1.6550


ALPHAS              1          2          3          4          5
               0.3766    -0.7364    -0.0164     0.2571     0.1212



      ITEM  SCALE  MEAN   SIGMA   R(TOTAL)   R(SCALE)
        1     1    0.93   0.249    0.3768     0.5249
        2     1    0.83   0.373    0.1171     0.7263
        3     2    0.0    0.0      0.0        0.0
        4     2    0.37   0.482    0.4946     0.6116
        5     3    0.03   0.180   -0.0935     0.0756
        6     3    0.23   0.423    0.3413     0.6522
        7     4    0.20   0.400    0.3021     0.5977
        8     4    0.43   0.496    0.3726     0.4659
        9     1    0.23   0.423    0.0079     0.5685
       10     1    0.23   0.423    0.3899     0.5685
       11     2    0.33   0.471   -0.0142     0.4956
       12     2    0.17   0.373    0.1531     0.2411
       13     3    0.23   0.423    0.6270     0.5453
       14     3    0.20   0.400    0.2518     0.5427
       15     4    0.20   0.400    0.5035     0.5977
       16     4    0.20   0.400    0.1511     0.5977


   CHOICE DISTRIBUTIONS (PERCENTAGES).

   ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

     1    0    4     0     3    0    3   93    0    0    0    0    0
     2    0    2     3     0   83    3   10    0    0    0    0    0
     3    0    3     3     0   17    0   80    0    0    0    0    0
     4    0    2    10     7   37   33   13    0    0    0    0    0
     5    0    4     3    53    7   33    3    0    0    0    0    0
     6    0    1    13    23   13   10   40    0    0    0    0    0
     7    0    4     0     0   53   27   20    0    0    0    0    0
     8    0    3     0    27    3   43   27    0    0    0    0    0
     9    0    3     0    23   20   23   33    0    0    0    0    0
    10    0    1     3    23   37   17   20    0    0    0    0    0
    11    0    3     3    13   23   33   27    0    0    0    0    0
    12    0    2     7     7   17   50   20    0    0    0    0    0
    13    0    2     3    17   23   27   30    0    0    0    0    0
    14    0    3     0    40   27   20   13    0    0    0    0    0
    15    0    3     3    30   33   20   13    0    0    0    0    0
    16    0    2     3    17   20   27   33    0    0    0    0    0
```

Attachment C-1 (continued, Page 17 of 37)

```
     *** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC ENGLISH SANCHEZ FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =    19
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N            1          2          3          4          5
             4.0000     4.0000     4.0000     4.0000    16.0000

MEANS             1          2          3          4          5
             2.1579     0.8947     1.0000     0.6842     4.7368

SIGMAS            1          2          3          4          5
             0.7443     0.8519     0.6489     0.7293     1.6809

ALPHAS            1          2          3          4          5
            -0.1733     0.3766    -0.7544     0.0278     0.1332


    ITEM  SCALE  MEAN  SIGMA   R(TOTAL)   R(SCALE)
      1     1    0.84  0.365    0.1398     0.6736
      2     1    0.84  0.365    0.1039     0.6736
      3     2    0.11  0.307    0.0537     0.2437
      4     2    0.16  0.365    0.2395     0.7312
      5     3    0.05  0.223    0.1771     0.3632
      6     3    0.47  0.499    0.2739     0.4873
      7     4    0.26  0.440    0.5913     0.7504
      8     4    0.0   0.0      0.0        0.0
      9     1    0.21  0.408   -0.0728     0.4108
     10     1    0.26  0.440    0.3780     0.1944
     11     2    0.58  0.494    0.5007     0.7705
     12     2    0.05  0.223    0.4576     0.5825
     13     3    0.21  0.408    0.6185     0.5969
     14     3    0.26  0.440    0.1647     0.1342
     15     4    0.26  0.440    0.3069     0.5366
     16     4    0.16  0.365    0.2395     0.3854


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    4    0      5    5    5   84    0    0    0    0    0
  2    0    2    5      0   84    0   11    0    0    0    0    0
  3    0    3    5      5   16   11   63    0    0    0    0    0
  4    0    2    5     63   16   11    5    0    0    0    0    0
  5    0    4    5     11   74    5    5    0    0    0    0    0
  6    0    1    0     47    5   26   21    0    0    0    0    0
  7    0    4   11     21   16   26   26    0    0    0    0    0
  8    0    3    0      5    0    0   95    0    0    0    0    0
  9    0    2   11      0   21   37   32    0    0    0    0    0
 10    0    1    5     26   21   11   37    0    0    0    0    0
 11    0    3    5     16   11   58   11    0    0    0    0    0
 12    0    2    5     16    5   42   32    0    0    0    0    0
 13    0    3    5      5   37   21   32    0    0    0    0    0
 14    0    4   11     16   16   32   26    0    0    0    0    0
 15    0    1   11     26   21   11   32    0    0    0    0    0
 16    0    4   16     21   21   26   16    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC ENGLISH ZAVALA FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     24
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N          1          2          3          4          5
             4.0000     4.0000     4.0000     4.0000    16.0000

MEANS           1          2          3          4          5
             1.6250     0.8750     0.8750     0.7500     4.1250

SIGMAS          1          2          3          4          5
             0.7535     0.7806     0.8323     0.8292     1.2686

ALPHAS          1          2          3          4          5
            -0.0163    -0.0304     0.1805     0.1886    -0.5155


        ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
          1     1    0.83  0.373   0.1322    0.5194
          2     1    0.0   0.0     0.0       0.0
          3     2    0.08  0.276   0.3268    0.2414
          4     2    0.42  0.493   0.5163    0.6767
          5     3    0.42  0.493   0.4497    0.7362
          6     3    0.04  0.200   0.1438    0.2818
          7     4    0.17  0.373  -0.1322    0.4045
          8     4    0.25  0.433   0.2465    0.6383
          9     1    0.25  0.433   0.3224    0.5428
         10     1    0.54  0.498   0.3543    0.6520
         11     2    0.21  0.406   0.0303    0.6079
         12     2    0.17  0.373   0.0441    0.3581
         13     3    0.29  0.455   0.0813    0.5369
         14     3    0.13  0.331  -0.1366    0.5109
         15     4    0.25  0.433   0.2465    0.7543
         16     4    0.08  0.276   0.4456    0.2727


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    4    0      0   17    0   83    0    0    0    0    0
  2    0    1    0      0   71   29    0    0    0    0    0    0
  3    0    4    0      0   62   29    8    0    0    0    0    0
  4    0    3    4     42    0   42   12    0    0    0    0    0
  5    0    2    4      8   42   37    8    0    0    0    0    0
  6    0    3    0      0    0    4   96    0    0    0    0    0
  7    0    3    4     29    8   17   42    0    0    0    0    0
  8    0    2    4     12   25   50    8    0    0    0    0    0
  9    0    3    0     25   17   25   33    0    0    0    0    0
 10    0    4    4      8   12   21   54    0    0    0    0    0
 11    0    1    0     21   33   25   21    0    0    0    0    0
 12    0    4    0     29   12   42   17    0    0    0    0    0
 13    0    2    0      4   29   37   29    0    0    0    0    0
 14    0    1    4     12   29   25   29    0    0    0    0    0
 15    0    2    0     21   25   25   29    0    0    0    0    0
 16    0    1    0      8   46   21   25    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC SPANISH ALLISON BECKER & GOVALLE FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     53
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)


ITEM N             1           2           3           4           5
                4.0000      4.0000      4.0000      4.0000     16.0000


MEANS              1           2           3           4           5
                1.8302      1.3019      1.0189      0.7736      4.9245


SIGMAS             1           2           3           4           5
                0.7200      1.0917      0.3124      0.8159      1.9117


ALPHAS             1           2           3           4           5
               -0.3425      0.4301     -0.1683      0.1426      0.2504



        ITEM   SCALE  MEAN  SIGMA   R(TOTAL)   R(SCALE)
          1      1    0.57  0.496    0.4035     0.5866
          2      1    0.89  0.317    0.0793     0.2466
          3      2    0.15  0.358    0.3475     0.4627
          4      2    0.51  0.500    0.2574     0.6516
          5      3    0.32  0.467    0.4289     0.6309
          6      3    0.15  0.353    0.4578     0.3795
          7      4    0.17  0.375    0.1230     0.4950
          8      4    0.13  0.339   -0.1012     0.3315
          9      1    0.17  0.375    0.3596     0.5953
         10      1    0.21  0.406    0.2149     0.3146
         11      2    0.39  0.485    0.5398     0.6048
         12      2    0.26  0.441    0.4490     0.6967
         13      3    0.26  0.441    0.2475     0.5129
         14      3    0.28  0.450    0.1124     0.3463
         15      4    0.34  0.474    0.2992     0.6673
         16      4    0.13  0.339    0.2195     0.5181



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM   REV   KEY   ZERO     1     2     3     4     5     6     7     8     9

  1            1      8    57    26     9     0     0     0     0     0     0
  2            3      4     2     4    89     2     0     0     0     0     0
  3            4      4     6     4    72    15     0     0     0     0     0
  4            2      6    13    51    25     6     0     0     0     0     0
  5            3      2     9    55    32     2     0     0     0     0     0
  6            2      2    36    15    45     2     0     0     0     0     0
  7            1      4    17    21    13    45     0     0     0     0     0
  8            4      2     6    77     2    13     0     0     0     0     0
  9            1      4    17    15    11    53     0     0     0     0     0
 10            3      4    21    23    21    26     0     0     0     0     0
 11            4      6    21    17    19    33     0     0     0     0     0
 12            2      4    23    26    23    25     0     0     0     0     0
 13            4      4    21    23    21    25     0     0     0     0     0
 14     0      2      6     8    23    33    28     0     0     0     0     0
 15o1680       3      4     3    21    34    34     0     0     0     0     0
 16            1      4    13    25    43    15     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC SPANISH BROOKE FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     17
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)


ITEM N              1          2          3          4          5
               4.0000     4.0000     4.0000     4.0000    16.0000


MEANS               1          2          3          4          5
               1.7647     1.1765     0.8235     1.2353     5.0000


SIGMAS              1          2          3          4          5
               0.8765     0.6169     0.9843     1.0588     2.2229


ALPHAS              1          2          3          4          5
               0.2282    -0.9455     0.4762     0.3457     0.4751



      ITEM  SCALE  MEAN  SIGMA   R(TOTAL)   R(SCALE)
        1     1    0.47  0.499    0.4772     0.6565
        2     1    0.88  0.322    0.4107     0.3186
        3     2    0.0   0.0      0.0        0.0
        4     2    0.59  0.492    0.2688     0.4331
        5     3    0.06  0.235    0.1125     0.0448
        6     3    0.24  0.424    0.3743     0.6630
        7     4    0.24  0.424   -0.0        0.5316
        8     4    0.35  0.478    0.1661     0.6496
        9     1    0.35  0.478    0.3876     0.7600
       10     1    0.06  0.235   -0.0        0.3524
       11     2    0.24  0.424    0.2495     0.5157
       12     2    0.35  0.478    0.1107     0.3873
       13     3    0.24  0.424    0.3110     0.3039
       14     3    0.29  0.456    0.5308     0.7715
       15     4    0.41  0.492    0.4839     0.7171
       16     4    0.24  0.424    0.6239     0.4006



CHUICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    1    24    47   18    6    6    0    0    0    0    0
  2    0    3     6     0    6   88    0    0    0    0    0    0
  3    0    4    12    18   47   24    0    0    0    0    0    0
  4    0    2    18    12   59    0   12    0    0    0    0    0
  5    0    1     6     6   24   59    6    0    0    0    0    0
  6    0    4     6    12   12   47   24    0    0    0    0    0
  7    0    2     0    12   24    6   59    0    0    0    0    0
  8    0    4     0     0   65    0   35    0    0    0    0    0
  9    0    1    12    35   29   12   12    0    0    0    0    0
 10    0    3    18    12   24    6   41    0    0    0    0    0
 11    0    4     6    18   24   29   24    0    0    0    0    0
 12    0    2    12     6   35   24   24    0    0    0    0    0
 13    0    4    12    12   24   29   24    0    0    0    0    0
 14    0    2    12    29   29   29    0    0    0    0    0    0
 15    0    3    12    24    6   41   18    0    0    0    0    0
 16    0    1    12    24   24   29   12    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC SPANISH DAWSON FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     12
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N              1           2           3           4           5
               4.0000      4.0000      4.0000      4.0000     16.0000

MEANS               1           2           3           4           5
               0.8333      1.1667      0.5000      1.0000      3.5000

SIGMAS              1           2           3           4           5
               0.9860      0.6872      0.7638      0.7071      1.4028

ALPHAS              1           2           3           4           5
               0.5524     -0.8235      0.4127      0.0370      0.3373


          ITEM  SCALE  MEAN   SIGMA   R(TOTAL)   R(SCALE)
            1     1    0.42   0.493    0.3282     0.8286
            2     1    0.17   0.373    0.3721     0.7559
            3     2    0.25   0.433    0.1601     0.4201
            4     2    0.17   0.373    0.2491     0.2169
            5     3    0.08   0.276    0.2509     0.5922
            6     3    0.0    0.0      0.0        0.0
            7     4    0.67   0.471    0.4903     0.7500
            8     4    0.0    0.0      0.0        0.0
            9     1    0.25   0.433    0.3736     0.6831
           10     1    0.0    0.0      0.0        0.0
           11     2    0.50   0.500   -0.0        0.7276
           12     2    0.25   0.433    0.5871     0.1400
           13     3    0.25   0.433    0.5871     0.8819
           14     3    0.17   0.373    0.3721     0.5855
           15     4    0.25   0.433    0.4804     0.5443
           16     4    0.08   0.276    0.0836     0.4264


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    3    17     8    0   42   33    0    0    0    0    0
  2    0    1    33    17   50    0    0    0    0    0    0    0
  3    0    1    25    25   33   17    0    0    0    0    0    0
  4    0    4    42    25    8    8   17    0    0    0    0    0
  5    0    1    42     8   25    8   17    0    0    0    0    0
  6    0    4    17    58    8   17    0    0    0    0    0    0
  7    0    2     8     0   67    8   17    0    0    0    0    0
  8    0    4    25     0   75    0    0    0    0    0    0    0
  9    0    1    17    25   17    0   42    0    0    0    0    0
 10    0    3    17    25   17    0   42    0    0    0    0    0
 11    0    4    17    17    0   17   50    0    0    0    0    0
 12    0    2    25    17   25   17   17    0    0    0    0    0
 13    0    4    25     8   25   17   25    0    0    0    0    0
 14    0    2    25     0   17   33   25    0    0    0    0    0
 15    0    3    25    25    8   25   17    0    0    0    0    0
 16    0    1    25     8    8   25   33    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC SPANISH METZ & ORTEGA  FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =    30
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N            1           2           3           4           5
               4.0000      4.0000      4.0000      4.0000     16.0000

MEANS             1           2           3           4           5
               1.7333      1.1000      1.2333      0.6333      4.7000

SIGMAS            1           2           3           4           5
               1.0625      0.7461      0.3439      0.7520      2.0841

ALPHAS            1           2           3           4           5
               0.2966     -0.5695      0.2621      0.1938      0.3963


     ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
       1     1    0.50  0.500   0.1759    0.6275
       2     1    0.67  0.471   0.3054    0.5546
       3     2    0.27  0.442   0.2676    0.3233
       4     2    0.30  0.458   0.2687    0.6922
       5     3    0.03  0.180   0.0267    0.1687
       6     3    0.70  0.458   0.4642    0.6120
       7     4    0.03  0.180   0.0267    0.0905
       8     4    0.23  0.423   0.4954    0.6882
       9     1    0.30  0.458   0.3735    0.4382
      10     1    0.27  0.442   0.5570    0.6480
      11     2    0.30  0.458   0.2338    0.3022
      12     2    0.23  0.423   0.0794    0.3486
      13     3    0.10  0.300   0.5273    0.5661
      14     3    0.40  0.490   0.4767    0.7417
      15     4    0.07  0.249   0.4232    0.3080
      16     4    0.30  0.458   0.2687    0.3028


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    1    30    50   10   10    0    0    0    0    0    0
  2    0    3    13    10    7   67    3    0    0    0    0    0
  3    0    4    17     3    0   53   27    0    0    0    0    0
  4    0    2    30    30   30    3    7    0    0    0    0    0
  5    0    3     3     7   43    3   43    0    0    0    0    0
  6    0    2     3    13   70    3   10    0    0    0    0    0
  7    0    1     3     3   60   13   20    0    0    0    0    0
  8    0    4    13    20   43    0   23    0    0    0    0    0
  9    0    4    13    40   13    3   30    0    0    0    0    0
 10    0    2    13    23   27   23   13    0    0    0    0    0
 11    0    3    10    37   10   30   13    0    0    0    0    0
 12    0    1     0    23   37   17   23    0    0    0    0    0
 13    0    2     7    20   10   27   37    0    0    0    0    0
 14    0    4     7    17   17   20   40    0    0    0    0    0
 15    0    2     3    63    7    0   27    0    0    0    0    0
 16    0    4     3    27   27   13   30    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC SPANISH SANCHEZ FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     19
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N            1          2          3          4          5
               4.0000     4.0000     4.0000     4.0000    16.0000

MEANS             1          2          3          4          5
               1.1053     1.1579     1.6316     0.5263     4.4211

SIGMAS            1          2          3          4          5
               0.7877     1.0394     1.0863     0.6781     2.6316

ALPHAS            1          2          3          4          5
               0.2738     0.4581     0.3443     0.0803     0.6944


      ITEM   SCALE   MEAN   SIGMA   R(TOTAL)   R(SCALE)
        1      1     0.16   0.365    0.0935     0.4918
        2      1     0.74   0.440    0.7178     0.3385
        3      2     0.32   0.465    0.6111     0.7683
        4      2     0.53   0.499    0.5813     0.6512
        5      3     0.58   0.494    0.7699     0.4958
        6      3     0.21   0.408    0.0152     0.2940
        7      4     0.11   0.307   -0.1818     0.2396
        8      4     0.05   0.223    0.0509     0.1646
        9      1     0.0    0.0      0.0        0.0
       10      1     0.21   0.408    0.2559     0.5866
       11      2     0.26   0.440    0.5747     0.7142
       12      2     0.05   0.223    0.2267     0.1910
       13      3     0.53   0.499    0.5420     0.7456
       14      3     0.32   0.465    0.6534     0.7516
       15      4     0.26   0.440    0.7084     0.7700
       16      4     0.11   0.307    0.3938     0.7454


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    1    47    16   21   11    5    0    0    0    0    0
  2    0    3    16     5    5   74    0    0    0    0    0    0
  3    0    4    32    11    0   26   32    0    0    0    0    0
  4    0    2    26     5   53   16    0    0    0    0    0    0
  5    0    3    16    21    0   58    5    0    0    0    0    0
  6    0    2    21     5   21   11   42    0    0    0    0    0
  7    0    1    16    11   37   32    5    0    0    0    0    0
  8    0    4    37    16    5   37    5    0    0    0    0    0
  9    0    3    26    16   32    0   26    0    0    0    0    0
 10    0    4    26    26   11   16   21    0    0    0    0    0
 11    0    2    21     5   26   32   16    0    0    0    0    0
 12    0    4    16    26   26   26    5    0    0    0    0    0
 13    0    1    21    53   11   11    5    0    0    0    0    0
 14    0    3    21     5   16   32   26    0    0    0    0    0
 15    0    4    21    21   21   11   26    0    0    0    0    0
 16    0    2    16    26   11   11   37    0    0    0    0    0
```

```
    *** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 2 SCORING FOR EBC SPANISH ZAVALA FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     24
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)


ITEM N                 1          2          3          4          5
                  4.0000     4.0000     4.0000     4.0000    16.0000


MEANS                  1          2          3          4          5
                  1.1667     0.9167     0.7917     1.3333     4.2083


SIGMAS                 1          2          3          4          5
                  0.9428     0.8122     0.8154     0.5528     1.3480


ALPHAS                 1          2          3          4          5
                  0.1927     0.1333     0.3064    -2.2273     0.2238




   ITEM  SCALE  MEAN   SIGMA   R(TOTAL)   R(SCALE)
     1     1    0.50   0.500    0.5136     0.7071
     2     1    0.29   0.455   -0.1716     0.2755
     3     2    0.0    0.0      0.0        0.0
     4     2    0.46   0.498    0.5751     0.7121
     5     3    0.46   0.498    0.2533     0.6452
     6     3    0.0    0.0      0.0        0.0
     7     4    0.33   0.471   -0.2232     0.0533
     8     4    0.38   0.484    0.2853     0.6228
     9     1    0.21   0.406    0.3308     0.5622
    10     1    0.17   0.373    0.3731     0.6325
    11     2    0.29   0.455    0.2253     0.5173
    12     2    0.17   0.373    0.3126     0.5965
    13     3    0.08   0.276    0.4555     0.6317
    14     3    0.25   0.433    0.6639     0.7375
    15     4    0.13   0.331    0.1619     0.2279
    16     4    0.50   0.500    0.5136     0.3015



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO   1    2    3    4    5    6    7    8    9

  1    0    3    0     4    0   50   46    0    0    0    0    0
  2    0    2    4    25   29   33    8    0    0    0    0    0
  3    0    1    4     0   75    4   17    0    0    0    0    0
  4    0    4    0    17   33    4   46    0    0    0    0    0
  5    0    2    0     4   46   29   21    0    0    0    0    0
  6    0    4    4    12   37   46    0    0    0    0    0    0
  7    0    2    0    58   33    4    4    0    0    0    0    0
  8    0    4    8     0   29   25   37    0    0    0    0    0
  9    0    1    4    21   17   12   46    0    0    0    0    0
 10    0    3    4    29    8   17   42    0    0    0    0    0
 11    0    4    8    29   17   17   29    0    0    0    0    0
 12    0    2    8    21   17   33   21    0    0    0    0    0
 13    0    1    8     8   29   17   37    0    0    0    0    0
 14    0    4    4    21   33   17   25    0    0    0    0    0
 15    0    2    4    17   12   42   25    0    0    0    0    0
 16    0    4    4    29    8    8   50    0    0    0    0    0
```

```
     *** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC ENGLISH ALLISON BECKER & GOVALLE FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =   148
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N              1          2          3          4          5
               4.0000     4.0000     4.0000     4.0000    16.0000

MEANS               1          2          3          4          5
               0.9324     1.1992     1.1554     1.3919     4.6689

SIGMAS              1          2          3          4          5
               0.3436     0.8491     0.9636     1.1129     2.4670

ALPHAS              1          2          3          4          5
               0.1110    -0.1528     0.2850     0.3779     0.5280


     ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
       1     1    0.17  0.375   0.2725    0.5064
       2     1    0.08  0.273   0.2807    0.4053
       3     1    0.42  0.493   0.5414    0.6362
       4     1    0.26  0.441   0.2979    0.5206
       5     2    0.37  0.483   0.3809    0.5697
       6     2    0.19  0.392   0.2676    0.3800
       7     2    0.40  0.490  -0.0474    0.4524
       8     2    0.23  0.421   0.2361    0.4837
       9     3    0.31  0.463   0.5754    0.7401
      10     3    0.18  0.381   0.2995    0.4599
      11     3    0.14  0.349   0.2508    0.4770
      12     3    0.53  0.499   0.3995    0.5601
      13     4    0.45  0.497   0.5116    0.6613
      14     4    0.38  0.485   0.6412    0.6767
      15     4    0.26  0.437   0.4425    0.5575
      16     4    0.31  0.463   0.2144    0.4588


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO   1    2    3    4    5    6    7    8    9

  1         3     3   19   49   17   13    0    0    0    0    0
  2         2     3   30    8   15   44    0    0    0    0    0
  3         1     1   42    9    8   39    0    0    0    0    0
  4         3     2   20   14   26   39    0    0    0    0    0
  5         4     2   39    9   13   37    0    0    0    0    0
  6         2     3   20   19   36   21    0    0    0    0    0
  7         3     2   34   10   40   14    0    0    0    0    0
  8         1     3   23   17   22   34    0    0    0    0    0
  9         3     3   32   20   31   13    0    0    0    0    0
 10         1     1   13   13   45   23    0    0    0    0    0
 11         4     2   34   32   18   14    0    0    0    0    0
 12         3     1    7    3   53   35    0    0    0    0    0
 13         2     1   10   45   20   24    0    0    0    0    0
 14    0    4     2    7   44    9   38    0    0    0    0    0
 1561680    3     3   22   20   26   29    0    0    0    0    0
 16         2     1   35   31   23    9    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC ENGLISH BROOKE FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =    57
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N           1           2           3           4           5
            4.0000      4.0000      4.0000      4.0000     16.0000


MEANS            1           2           3           4           5
            0.8596      0.9649      1.1228      1.3860      4.3333


SIGMAS           1           2           3           4           5
            0.8043      0.9359      0.8997      1.1958      2.3496


ALPHAS           1           2           3           4           5
            0.1205      0.2530      0.2109      0.4948      0.5104


        ITEM  SCALE  MEAN  SIGMA   R(TOTAL)   R(SCALE)
          1     1    0.11  0.307    0.1946     0.4863
          2     1    0.09  0.283   -0.0440     0.2854
          3     1    0.46  0.498    0.6196     0.6415
          4     1    0.21  0.408    0.3663     0.6251
          5     2    0.37  0.482    0.2477     0.5727
          6     2    0.21  0.408    0.1282     0.6631
          7     2    0.18  0.380    0.2683     0.5101
          8     2    0.21  0.408    0.1282     0.4792
          9     3    0.25  0.430    0.5782     0.6922
         10     3    0.18  0.380    0.4843     0.6548
         11     3    0.12  0.328   -0.0303     0.1272
         12     3    0.58  0.494    0.4839     0.6298
         13     4    0.37  0.482    0.6192     0.7876
         14     4    0.39  0.487    0.5317     0.7085
         15     4    0.28  0.449    0.2770     0.5820
         16     4    0.35  0.477    0.3651     0.4390


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO   1    2    3    4    5    6    7    8    9

  1    0    3    4    26   46   11   14    0    0    0    0    0
  2    0    2    4    33    9   12   42    0    0    0    0    0
  3    0    1    5    46    9   16   25    0    0    0    0    0
  4    0    3    5    16   13   21   40    0    0    0    0    0
  5    0    4    4    18   14   28   37    0    0    0    0    0
  6    0    3    4    33   18   21   25    0    0    0    0    0
  7    0    2    7    14   18   45   16    0    0    0    0    0
  8    0    1    4    21   26    9   40    0    0    0    0    0
  9    0    3    4    39   21   25   12    0    0    0    0    0
 10    0    1    4    18   12   42   25    0    0    0    0    0
 11    0    4    4    30   35   19   12    0    0    0    0    0
 12    0    3    4     7    7   58   25    0    0    0    0    0
 13    0    2    4    19   37   19   21    0    0    0    0    0
 14    0    4    5     9   39    9   39    0    0    0    0    0
 15    0    3    4    18   14   28   37    0    0    0    0    0
 16    0    2    4    33   35   16   12    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC ENGLISH DAWSON FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     36
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)


ITEM N              1          2          3          4          5
               4.0000     4.0000     4.0000     4.0000    16.0000


MEANS               1          2          3          4          5
               1.2222     1.3056     1.5278     1.4444     5.5000


SIGMAS              1          2          3          4          5
               0.9750     0.9667     1.0668     1.1889     2.6615


ALPHAS              1          2          3          4          5
               0.1753     0.1872     0.3598     0.5080     0.5645



      ITEM  SCALE  MEAN   SIGMA   R(TOTAL)   R(SCALE)
        1     1    0.33   0.471    0.1993     0.4432
        2     1    0.25   0.433    0.2290     0.7237
        3     1    0.42   0.493    0.2646     0.5586
        4     1    0.22   0.416    0.3515     0.4264
        5     2    0.56   0.497    0.3361     0.6875
        6     2    0.25   0.433    0.2290     0.5475
        7     2    0.31   0.461    0.4192     0.5389
        8     2    0.19   0.396    0.1978     0.3530
        9     3    0.42   0.493    0.5137     0.6382
       10     3    0.28   0.448    0.5592     0.7396
       11     3    0.19   0.396    0.3560     0.4148
       12     3    0.64   0.480    0.3803     0.5346
       13     4    0.53   0.499    0.4704     0.7280
       14     4    0.36   0.480    0.6193     0.6431
       15     4    0.22   0.416    0.2259     0.4746
       16     4    0.33   0.471    0.4207     0.6773



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO     1     2     3     4     5     6     7     8     9

  1    0    4     0     47    17     3    33     0     0     0     0     0
  2    0    2     0     19    25    42    14     0     0     0     0     0
  3    0    3     0     36     8    42    14     0     0     0     0     0
  4    0    1     0     22    17    28    33     0     0     0     0     0
  5    0    4     3     11     6    25    56     0     0     0     0     0
  6    0    3     0     25    25    25    25     0     0     0     0     0
  7    0    2     0      6    31    42    22     0     0     0     0     0
  8    0    1     3     19    36    14    28     0     0     0     0     0
  9    0    3     0     19    19    42    19     0     0     0     0     0
 10    0    1     0     28     8    61     3     0     0     0     0     0
 11    0    4     0     22    36    22    19     0     0     0     0     0
 12    0    3     0      6     6    64    25     0     0     0     0     0
 13    0    2     0     19    53     8    19     0     0     0     0     0
 14    0    4     0     14    36    14    36     0     0     0     0     0
 15    0    3     0     22    36    22    19     0     0     0     0     0
 16    0    2     0     36    33    22     8     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC ENGLISH METZ & ORTEGA  FALL 77

PARAMETERS
COL   1- 5 =     16
COL   6-10 =     80
COL  11-15 =   1014
COL  16-20 =      0
COL  21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N              1            2            3            4            5
               4.0000       4.0000       4.0000       4.0000      16.0000


MEANS               1            2            3            4            5
               1.0500       1.1750       1.5125       1.3000       5.0375


SIGMAS              1            2            3            4            5
               0.9605       0.9052       1.1618       1.0770       2.6900


ALPHAS              1            2            3            4            5
               0.3374       0.0529       0.4355       0.3502       0.5390


      ITEM   SCALE  MEAN   SIGMA   R(TOTAL)   R(SCALE)
        1      1    0.25   0.433    0.4319     0.6312
        2      1    0.06   0.242    0.2652     0.3629
        3      1    0.48   0.499    0.4520     0.6802
        4      1    0.26   0.440    0.4775     0.5901
        5      2    0.30   0.458    0.4573     0.5665
        6      2    0.35   0.477    0.1164     0.5819
        7      2    0.40   0.490   -0.1252     0.5468
        8      2    0.13   0.331    0.1914     0.3027
        9      3    0.51   0.500    0.5993     0.7100
       10      3    0.36   0.481    0.6275     0.7193
       11      3    0.26   0.440    0.3824     0.5927
       12      3    0.38   0.484    0.3060     0.4139
       13      4    0.45   0.497    0.4544     0.6112
       14      4    0.31   0.464    0.4117     0.6135
       15      4    0.26   0.440    0.4669     0.5460
       16      4    0.28   0.447    0.4389     0.5562


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY   ZERO     1    2     3     4     5     6     7     8     9

  1    0     3     0       6   56    25    12     0     0     0     0     0
  2    0     2     0      35    6     9    50     0     0     0     0     0
  3    0     1     1      47    7     5    39     0     0     0     0     0
  4    0     3     2      21   17    26    32     0     0     0     0     0
  5    0     4     0      42   11    16    30     0     0     0     0     0
  6    0     2     4      17   35    30    14     0     0     0     0     0
  7    0     3     0      42    2    40    15     0     0     0     0     0
  8    0     1     2      12   16    26    42     0     0     0     0     0
  9    0     2     0      22   51    12    14     0     0     0     0     0
 10    0     4     0      11   44     9    36     0     0     0     0     0
 11    0     3     2      15   31    26    25     0     0     0     0     0
 12    0     2     0      39   37    21     2     0     0     0     0     0
 13    0     1     0      45   22    15    17     0     0     0     0     0
 14    0     2     2      10   31    34    22     0     0     0     0     0
 15    0     3     2      22   26    26    22     0     0     0     0     0
 16    0     2     4      29   27    17    22     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC ENGLISH SANCHEZ FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     60
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N              1           2           3           4           5
               4.0000      4.0000      4.0000      4.0000     16.0000

MEANS               1           2           3           4           5
               0.9667      1.0333      1.3333      1.1500      4.4833

SIGMAS              1           2           3           4           5
               0.9123      0.7951      1.0435      0.8912      2.3345

ALPHAS              1           2           3           4           5
               0.1985     -0.1816      0.3156      0.0261      0.4724


    ITEM   SCALE   MEAN  SIGMA  R(TOTAL)   R(SCALE)
      1      1     0.13  0.340   0.4018     0.4980
      2      1     0.20  0.400   0.1107     0.5664
      3      1     0.32  0.465   0.3962     0.5354
      4      1     0.32  0.465   0.4116     0.5747
      5      2     0.42  0.493   0.5056     0.5173
      6      2     0.13  0.340   0.2753     0.4152
      7      2     0.30  0.458   0.0982     0.4300
      8      2     0.18  0.387   0.1233     0.5219
      9      3     0.37  0.482   0.5240     0.6187
     10      3     0.17  0.373   0.5013     0.6714
     11      3     0.30  0.458   0.3318     0.3834
     12      3     0.50  0.500   0.4069     0.6389
     13      4     0.37  0.432   0.3906     0.6481
     14      4     0.23  0.423  -0.1390     0.3935
     15      4     0.40  0.490   0.3847     0.4352
     16      4     0.15  0.357   0.3129     0.5579


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    3    0     33   32   13   22    0    0    0    0    0
  2    0    2    0     30   20   22   28    0    0    0    0    0
  3    0    1    0     32   12   15   42    0    0    0    0    0
  4    0    3    2     15   13   32   38    0    0    0    0    0
  5    0    4    0     25   17   17   42    0    0    0    0    0
  6    0    2    0     15   13   65    7    0    0    0    0    0
  7    0    3    0     33   17   30   20    0    0    0    0    0
  8    0    1    5     18   17   22   38    0    0    0    0    0
  9    0    3    0     23   25   37   15    0    0    0    0    0
 10    0    1    0     17   20   38   25    0    0    0    0    0
 11    0    4    0     18   33   18   30    0    0    0    0    0
 12    0    3    0      5   10   50   35    0    0    0    0    0
 13    0    1    0     37   18   23   22    0    0    0    0    0
 14    0    2    3      7   23   38   23    0    0    0    0    0
 15    0    3    0     17   32   40   12    0    0    0    0    0
 16    0    2    0     38   15   23   23    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC ENGLISH ZAVALA FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     42
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)


ITEM N               1            2            3            4            5
                4.0000       4.0000       4.0000       4.0000      16.0000


MEANS                1            2            3            4            5
                1.1667       1.1905       0.9762       112381       4.5714


SIGMAS               1            2            3            4            5
                0.9237       0.7940       0.7396       0.8398       2.1728


ALPHAS               1            2            3            4            5
                0.1152      -0.2950      -0.0940      -0.1715       0.4045


          ITEM  SCALE   MEAN   SIGMA   R(TOTAL)   R(SCALE)
            1     1     0.26   0.440    0.2670     0.4788
            2     1     0.21   0.410    0.4502     0.5968
            3     1     0.21   0.410    0.3701     0.5340
            4     1     0.48   0.499    0.3416     0.4989
            5     2     0.45   0.498    0.0472     0.3845
            6     2     0.31   0.462    0.3691     0.6178
            7     2     0.33   0.471    0.3487     0.4029
            8     2     0.10   0.294    0.4373     0.4330
            9     3     0.21   0.410    0.3167     0.4875
           10     3     0.10   0.294    0.0640     0.3394
           11     3     0.10   0.294    0.1387     0.2298
           12     3     0.57   0.495    0.6263     0.7527
           13     4     0.45   0.498    0.3774     0.5968
           14     4     0.40   0.491    0.3412     0.5171
           15     4     0.21   0.410    0.4235     0.4047
           16     4     0.17   0.373    0.0882     0.3297



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY   ZERO    1     2     3     4     5     6     7     8     9

  1    0     1     7     26    10    26    31     0     0     0     0     0
  2    0     4     2     57    10    10    21     0     0     0     0     0
  3    0     2     7     19    21    40    12     0     0     0     0     0
  4    0     3     7     24    10    48    12     0     0     0     0     0
  5    0     1     5     45    19    12    17     0     0     0     0     0
  6    0     2     7      5    31    40    17     0     0     0     0     0
  7    0     3     2     17    43    33     5     0     0     0     0     0
  8    0     2     2     40    10    14    33     0     0     0     0     0
  9    0     3     5     29    17    21    29     0     0     0     0     0
 10    0     1     0     10    26    45    19     0     0     0     0     0
 11    0     4     7     19    38    26    10     0     0     0     0     0
 12    0     3     5      2     7    57    29     0     0     0     0     0
 13    0     4     5     26    12    12    45     0     0     0     0     0
 14    0     3     7     17    17    40    19     0     0     0     0     0
 15    0     2     2     24    21    48     5     0     0     0     0     0
 16    0     1     7     17    19    36    21     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC SPANISH ALLISON BECKER & GOVALLE FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =    148
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N              1           2           3           4           5
               4.0000      4.0000      4.0000      4.0000     16.0000

MEANS               1           2           3           4           5
               1.4054      1.1392      1.3243      1.0405      4.9595

SIGMAS              1           2           3           4           5
               1.0770      0.9956      1.0015      0.9577      2.4185

ALPHAS              1           2           3           4           5
               0.4183      0.2271      0.2650      0.2417      0.4831


      ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
        1     1    0.61  0.487   0.5723    0.7233
        2     1    0.22  0.416   0.3378    0.5972
        3     1    0.18  0.386   0.2633    0.4557
        4     1    0.39  0.487   0.4323    0.6174
        5     2    0.39  0.488   0.3740    0.5843
        6     2    0.23  0.451   0.4257    0.4675
        7     2    0.28  0.448   0.2975    0.6103
        8     2    0.24  0.425   0.2592    0.5331
        9     3    0.19  0.392   0.1364    0.4465
       10     3    0.40  0.490   0.3273    0.6045
       11     3    0.20  0.402   0.3490    0.4745
       12     3    0.53  0.499   0.4267    0.6814
       13     4    0.22  0.416   0.2170    0.5875
       14     4    0.21  0.407   0.2626    0.4637
       15     4    0.23  0.421   0.2682    0.5471
       16     4    0.38  0.485   0.3529    0.6070


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY   ZERO     1     2     3     4     5     6     7     8     9

  1          4      5     14     9    11    61     0     0     0     0     0
  2          2      7     39    22    12    20     0     0     0     0     0
  3          2      5      8    13    32    36     0     0     0     0     0
  4          1      3     39    12    23    23     0     0     0     0     0
  5          2      5     19    39    20    13     0     0     0     0     0
  6          1      4     28    23    15    25     0     0     0     0     0
  7          4      5     23    10    34    23     0     0     0     0     0
  8          3      4     15    32    24    26     0     0     0     0     0
  9          2      5     41    19    16    20     0     0     0     0     0
 10          4      5     22    15    19    40     0     0     0     0     0
 11          1      7     20    24    22    28     0     0     0     0     0
 12          3      4     11    19    53    12     0     0     0     0     0
 13          3      5     13    17    22    34     0     0     0     0     0
 14    0     2      5     22    21    12    41     0     0     0     0     0
 1561630     1      6     23    24    26    22     0     0     0     0     0
 16          4      6     10    20    26    33     0     0     0     0     0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC SPANISH BROOKE FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     57
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N             1           2           3           4           5
              4.0000      4.0000      4.0000      4.0000     16.0000


MEANS              1           2           3           4           5
              1.3509      1.3509      1.2281      1.1228      5.0526


SIGMAS             1           2           3           4           5
              0.9641      1.1159      0.8588      0.9746      2.5712


ALPHAS             1           2           3           4           5
              0.1063      0.3961     -0.0757      0.2368      0.5357


    ITEM   SCALE   MEAN   SIGMA   R(TOTAL)   R(SCALE)
      1      1     0.51   0.500    0.6389     0.6124
      2      1     0.26   0.440    0.1117     0.6090
      3      1     0.30   0.457   -0.0432     0.3992
      4      1     0.23   0.449    0.3972     0.4611
      5      2     0.42   0.494    0.3833     0.6871
      6      2     0.39   0.487    0.5164     0.6549
      7      2     0.30   0.457    0.5534     0.6198
      8      2     0.25   0.430    0.2261     0.4050
      9      3.    0.14   0.347    0.1096     0.3632
     10      3     0.44   0.496    0.3532     0.5887
     11      3     0.21   0.408    0.2070     0.4141
     12      3     0.44   0.496    0.4357     0.5475
     13      4     0.23   0.420    0.1027     0.4034
     14      4     0.18   0.380    0.3493     0.4625
     15      4     0.35   0.477    0.4853     0.6240
     16      4     0.37   0.482    0.6350     0.6874



CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV   KEY   ZERO     1      2      3      4      5      6      7      8      9

  1     0     4     5     13      9     18     51      0      0      0      0      0
  2     0     2     7     46     26     14      7      0      0      0      0      0
  3     0     2     5     11     30     21     33      0      0      0      0      0
  4     0     1     5     28     16     26     25      0      0      0      0      0
  5     0     2     5     23     42     18     12      0      0      0      0      0
  6     0     1     5     39     26     13     12      0      0      0      0      0
  7     0     2     5     21     30     14     30      0      0      0      0      0
  8     0     1     5     25     29     18     25      0      0      0      0      0
  9     0     2     5     39     14     12     30      0      0      0      0      0
 10     0     4     5     16     19     16     44      0      0      0      0      0
 11     0     1     7     21     13     25     30      0      0      0      0      0
 12     0     3     5     21     21     44      9      0      0      0      0      0
 13     0     3     5     23     19     23     30      0      0      0      0      0
 14     0     2     5     23     13     21     33      0      0      0      0      0
 15     0     1     5     35     23     16     21      0      0      0      0      0
 16     0     4     5     13     26     14     37      0      0      0      0      0
```

```
     *** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC SPANISH DAWSON FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =    36
COL 11-15 =  1014
COL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)


ITEM N              1           2           3           4           5
               4.0000      4.0000      4.0000      4.0000     16.0000


MEANS               1           2           3           4           5
               1.2500      1.0833      1.2778      1.0273      4.6339


SIGMAS              1           2           3           4           5
               0.9242      0.8620      0.9606      0.8656      2.3232


ALPHAS              1           2           3           4           5
               0.0120     -0.0305      0.2163     -0.0055      0.4477


     ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
       1     1    0.36  0.480   0.2642    0.6101
       2     1    0.31  0.461   0.4665    0.6688
       3     1    0.36  0.480   0.3409    0.4224
       4     1    0.22  0.416   0.3707    0.2892
       5     2    0.42  0.493   0.4466    0.7027
       6     2    0.19  0.396   0.3181    0.4410
       7     2    0.22  0.416  -0.1182    0.2584
       8     2    0.25  0.433   0.3659    0.5395
       9     3    0.17  0.373   0.2620    0.4914
      10     3    0.36  0.480   0.3907    0.5652
      11     3    0.19  0.396   0.3483    0.5886
      12     3    0.56  0.497   0.2460    0.5496
      13     4    0.19  0.396   0.3181    0.5518
      14     4    0.22  0.416   0.4857    0.5232
      15     4    0.28  0.448   0.2566    0.4100
      16     4    0.33  0.471   0.4650    0.5219


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    2    3     36   36    8   17    0    0    0    0    0
  2    0    1    0     31   19   31   19    0    0    0    0    0
  3    0    4    3     19    6   36   36    0    0    0    0    0
  4    0    3    0     11   50   22   17    0    0    0    0    0
  5    0    2    6     14   42   17   22    0    0    0    0    0
  6    0    1    3     19   36   28   14    0    0    0    0    0
  7    0    2    0     28   22   17   33    0    0    0    0    0
  8    0    1    3     25   33   17   22    0    0    0    0    0
  9    0    2    6     33   17   22   22    0    0    0    0    0
 10    0    4    0     25   19   19   36    0    0    0    0    0
 11    0    1    3     19   39   22   17    0    0    0    0    0
 12    0    3    8     11   14   56   11    0    0    0    0    0
 13    0    3    0     22   31   19   23    0    0    0    0    0
 14    0    2    8      6   22   22   42    0    0    0    0    0
 15    0    1    3     28   14   36   19    0    0    0    0    0
 16    0    4    3     14   22   28   33    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC SPANISH METZ & ORTEGA  FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     80
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)

ITEM N              1           2           3           4           5
               4.0000      4.0000      4.0000      4.0000     16.0000


MEANS               1           2           3           4           5
               1.6250      1.2875      1.1000      0.8875      4.9000


SIGMAS              1           2           3           4           5
               1.0170      0.8831      0.8307      0.8215      2.2394


ALPHAS              1           2           3           4           5
               0.2236     -0.0620     -0.1461      0.0068      0.4043


     ITEM   SCALE   MEAN   SIGMA   R(TOTAL)   R(SCALE)
       1      1     0.68   0.468    0.4100     0.5314
       2      1     0.28   0.447    0.3650     0.5299
       3      1     0.29   0.453    0.2504     0.4736
       4      1     0.39   0.487    0.5626     0.6465
       5      2     0.49   0.500    0.5349     0.6170
       6      2     0.38   0.484    0.3920     0.4788
       7      2     0.18   0.380    0.1675     0.4461
       8      2     0.25   0.433    0.2320     0.4004
       9      3     0.21   0.409    0.0368     0.3739
      10      3     0.16   0.369    0.2466     0.3549
      11      3     0.36   0.481    0.2891     0.5979
      12      3     0.36   0.481    0.4401     0.5353
      13      4     0.19   0.390    0.1738     0.5336
      14      4     0.14   0.344    0.2447     0.4523
      15      4     0.24   0.426    0.1430     0.3982
      16      4     0.33   0.468    0.4362     0.6148


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    4    2     14    4   12   67    0    0    0    0    0
  2    0    2    4     41   27   16   11    0    0    0    0    0
  3    0    2    2     11   29   21   36    0    0    0    0    0
  4    0    1    4     39   19   21   17    0    0    0    0    0
  5    0    2    2     12   49   10   26    0    0    0    0    0
  6    0    1    1     37   32   12   16    0    0    0    0    0
  7    0    4    1     27   14   40   17    0    0    0    0    0
  8    0    3    1     10   25   25   39    0    0    0    0    0
  9    0    3    4     17   24   21   34    0    0    0    0    0
 10    0    2    2     29   15   14   39    0    0    0    0    0
 11    0    1    2     36   22   19   20    0    0    0    0    0
 12    0    4    2     12   24   25   36    0    0    0    0    0
 13    0    4    2     20   32   26   19    0    0    0    0    0
 14    0    2    2     52   14   10   21    0    0    0    0    0
 15    0    3    1     42   19   24   14    0    0    0    0    0
 16    0    2    2     29   32   26   10    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC SPANISH SANCHEZ FALL 77

PARAMETERS
COL  1- 5 =    16
COL  6-10 =    60
COL 11-15 =  1014
CCL 16-20 =     0
COL 21-25 =     0

DATA FORMAT = (DUMMY)

ITEM N           1            2            3            4            5
              4.0000       4.0000       4.0000       4.0000      16.0000

MEANS            1            2            3            4            5
              1.4333       1.2333       0.8500       1.3500       4.8667

SIGMAS           1            2            3            4            5
              1.1884       0.9724       0.8529       1.1229       2.6986

ALPHAS           1            2            3            4            5
              0.5240       0.1700       0.1487       0.4447       0.6025


        ITEM  SCALE  MEAN  SIGMA  R(TOTAL)  R(SCALE)
          1     1    0.55  0.497   0.4519    0.6681
          2     1    0.33  0.471   0.4935    0.5752
          3     1    0.20  0.400   0.3490    0.5540
          4     1    0.35  0.477   0.5801    0.7616
          5     2    0.45  0.497   0.4916    0.7132
          6     2    0.23  0.423   0.5529    0.5971
          7     2    0.27  0.442   0.0717    0.5142
          8     2    0.23  0.451   0.1133    0.3056
          9     3    0.33  0.471   0.5721    0.7047
         10     3    0.17  0.373   0.1547    0.4981
         11     3    0.13  0.340  -0.0170    0.2989
         12     3    0.22  0.412   0.3708    0.5668
         13     4    0.25  0.433   0.5848    0.6427
         14     4    0.42  0.493   0.4927    0.6398
         15     4    0.20  0.400   0.2717    0.4750
         16     4    0.48  0.500   0.3691    0.6787


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM  REV  KEY  ZERO    1    2    3    4    5    6    7    8    9

  1    0    4     0    20    5   20   55    0    0    0    0    0
  2    0    2     5    37   33   10   15    0    0    0    0    0
  3    0    2    12     7   20   28   33    0    0    0    0    0
  4    0    1     3    35   13   17   32    0    0    0    0    0
  5    0    2     5     8   45   18   23    0    0    0    0    0
  6    0    1     7    23   22   22   27    0    0    0    0    0
  7    0    4     5    23   25   20   27    0    0    0    0    0
  8    0    3     8    10   25   28   28    0    0    0    0    0
  9    0    4     8    20   20   18   33    0    0    0    0    0
 10    0    2     8    50   17    8   17    0    0    0    0    0
 11    0    3     5    50    7   13   25    0    0    0    0    0
 12    0    2     8    23   22   30   17    0    0    0    0    0
 13    0    2     5    33   25   13   23    0    0    0    0    0
 14    0    4     7    15   13   23   42    0    0    0    0    0
 15    0    1    10    20   15   28   27    0    0    0    0    0
 16    0    3     7    15   18   48   12    0    0    0    0    0
```

```
*** OUTPUT FROM PROGRAM TESTAT ***

* * * LEVEL 3 SCORING FOR EBC SPANISH ZAVALA FALL 77

PARAMETERS
COL  1- 5 =     16
COL  6-10 =     42
COL 11-15 =   1014
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (DUMMY)


ITEM N              1            2            3            4            5
               4.0000       4.0000       4.0000       4.0000      16.0000


MEANS               1            2            3            4            5
               0.8333       1.0000       1.1429       1.1905       4.1667


SIGMAS              1            2            3            4            5
               0.7533       0.8729       0.9654       1.0519       2.2564


ALPHAS              1            2            3            4            5
              -0.2051       0.0933       0.2839       0.3702       0.4599


        ITEM  SCALE  MEAN  SIGMA   R(TOTAL)   R(SCALE)
          1     1    0.21  0.410    0.1929     0.4237
          2     1    0.26  0.440    0.3880     0.5631
          3     1    0.17  0.373    0.2501     0.4382
          4     1    0.19  0.393    0.3135     0.4293
          5     2    0.31  0.462    0.3157     0.7080
          6     2    0.19  0.393    0.4210     0.4168
          7     2    0.12  0.324    0.1032     0.2527
          8     2    0.38  0.486    0.4201     0.6179
          9     3    0.10  0.294    0.0479     0.3721
         10     3    0.36  0.479    0.2973     0.5588
         11     3    0.21  0.410    0.4500     0.7041
         12     3    0.48  0.499    0.3521     0.5996
         13     4    0.26  0.440    0.4600     0.4584
         14     4    0.33  0.471    0.5521     0.6402
         15     4    0.17  0.373    0.2501     0.6478
         16     4    0.43  0.495    0.3412     0.6207


CHOICE DISTRIBUTIONS (PERCENTAGES).

ITEM   REV   KEY   ZERO     1     2     3     4     5     6     7     8     9

  1     0     2     17     19    21    26    17     0     0     0     0     0
  2     0     1     19     26    21    14    19     0     0     0     0     0
  3     0     4     12     29    17    26    17     0     0     0     0     0
  4     0     3     12     14    31    19    24     0     0     0     0     0
  5     0     4     17     24    24     5    31     0     0     0     0     0
  6     0     2      7     55    19     5    14     0     0     0     0     0
  7     0     3     14     62    10    12     2     0     0     0     0     0
  8     0     2     21     14    38     7    19     0     0     0     0     0
  9     0     2     12     50    10    12    17     0     0     0     0     0
 10     0     4     14     26    10    14    36     0     0     0     0     0
 11     0     1     26     21    19    19    14     0     0     0     0     0
 12     0     3     14      7    12    48    19     0     0     0     0     0
 13     0     2     19     24    26    12    19     0     0     0     0     0
 14     0     1     17     33    21    21     7     0     0     0     0     0
 15     0     2     17     21    17    14    31     0     0     0     0     0
 16     0     1     17     43    10    14    17     0     0     0     0     0
```

Appendix D

PARENTAL INVOLVEMENT RECORD SHEET

253

Instrument Description: Parental Involvement Record Sheet

Brief description of the instrument:

The form provides space for the date contact was made with the parent, relative, or guardian, and blanks to record the name of the visitor and any comments or observations that one desires to make.

To whom was the instrument administered?

The form was completed by classroom teachers, aides, or visitors to the classroom.

How many times was the instrument administered?

Monthly.

When was the instrument administered?

From September, 1977 to May, 1978.

Where was the instrument administered?

In the project classrooms or in the office of the community representative.

Who administered the instrument?

The Community Representatives distributed and collected the form.

What training did the administrators have?

Review of Procedures.

Was the instrument administered under standardized conditions?

For the most part, most of the forms were maintained in the classroom. In some cases the community representative recorded the contacts.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title VII Parental Involvement Coordinator and Project Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

254

PARENTAL INVOLVEMENT RECORD SHEET

Purpose

The Parental Involvement Record Sheet (see Attachment D-1) is being utilized by the community representatives to record the personal contacts made by the teachers with parents, legal guardians, or relatives of students in Title VII classrooms. Another reason for maintaining this record sheet is to gauge the amount of parental involvement in school affairs.

Procedure

The Parental Involvement Record Sheets are distributed to individual project classrooms or kept in a central location by the community representative. Each month, beginning in September, 1976, the sheets are completed to reflect participation of or contact with parents, relatives, or guardians. The record sheets are collected and forwarded to the Office of Research and Evaluation for processing.

Results

Figure D-1 is a summary sheet for the Parental Involvement Record Sheet turned in for September through November. The summary sheet shows the number of contacts made at each of the Title VII campuses.

One of the Title VII Project's objectives for parental involvement states that the Project classrooms will record a total of at least 6,000 contacts in the classroom setting, with parents, guardians, or relatives during the 1977-78 project year. With a total of 3,974 contacts made throughout the project as of November 30, it looks as if the project's objective for parental contacts will be exceeded by May, 1978.

Number of Contacts

School	September	October	November	Total Contacts Fall, 1977
Allison	227	92	82	401
Becker	104	235	55	394
Brooke	76	288	160	524
Dawson	27	246	37	310
Govalle	173	233	92	498
Metz	62	481	117	660
Ortega	43	228	44	315
Sanchez	181	186	62	429
Zavala	118	237	88	443
Total	1011	2226	737	3974

Figure D-1 SUMMARY SHEET OF PARENTAL INVOLVEMENT RECORD SHEET SEPTEMBER - NOVEMBER, 1977

S-S-SIGN IN!

ESEA Title VII Bilingual Project
Parental Involvement Record Sheet

School ______________ Grade ______________ Teacher ______________

Month ________________ Year ______________________

Please fill in the name of the individual with whom you made contact in the classroom setting. Persons listed should be the parent(s), legal guardian(s), or relative of a student in your classroom.

Date	Name of Visitor	Comment or Observation
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	
	13.	
	14.	
	15.	

Attachment D-1
PARENTAL INVOLVEMENT RECORD SHEET

Appendix E

FALL TEACHER INTERVIEW FORM

Instrument Description: Fall Teacher Interview Form

Brief description of the instrument:

The interview form consisted of 8 questions relating to five areas of the Title VII Bilingual Project.

To whom was the instrument administered?

One third (52) of the Title VII Project teachers were scheduled for interview; 46 were actually interviewed.

How many times was the instrument administered?

Once.

When was the instrument administered?

All interviews were conducted from November 15 through November 22, 1977.

Where was the instrument administered?

At the schools.

Who administered the instrument?

Title VII Evaluation Staff.

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

Self-report instruments in general are subject to biases.

Who developed the instrument?

Title VII Evaluation Staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No. Some items, however, have been used in past years with bilingual project teachers.

FALL TEACHER INTERVIEW FORM

Purpose

The teacher interviews were conducted for the purpose of collecting data from teachers in the bilingual program and providing these data to the Title VII Project staff. The interviews were designed to investigate activities such as the usefulness of the presentations made by the project staff to the teachers in August, curriculum and supervisory needs, and the assessment of the objective for teaching cultural units in the classrooms. Teachers were also provided the opportunity to express comments about the bilingual program.

Procedure

The interviews were conducted from November 15, 1977 through November 22, 1977, by the Title VII evaluation staff. The evaluation assistant set up appointments with the classroom teachers at a convenient time, usually in the afternoon after students were released for the day. Each interview lasted from 15 to 30 minutes. Teachers were scheduled for interviews by school. One third of the project teachers were ramdomly selected for interview. The remaining two thirds of the project teachers were sent the Instructional Activities Questionnaire. Forty-six teachers were actually interviewed. The six who were not interviewed were absent on the day interviews were conducted on their campuses. The interview form developed for use in the fall is included as Attachment E-1.

Results

Responses to Item 1.

> "As a result of having attended the presentations by the Title VII project and evaluation staff in August, I have a better understanding of the scope of the bilingual program this year."

Scale: 1 = Completely False
2 = Mostly False
3 = Partly True, Partly False
4 = Mostly True
5 = Completely True
6 = Did Not Attend

In response to this question, 40% of the teachers responded in the mostly true category, 28% responded partly true, partly false, 11% said the statement was completely true, and 17% did not attend the presentations. Only 4% indicated that the statement was completely or mostly false.

Responses to Item 2.

"The materials making session(s) that I have attended at Sánchez or Zavala this year have been beneficial to me as a teacher in the bilingual program.

Scale:
1 = Completely False
2 = Mostly False
3 = Partly True, Partly False
4 = Mostly True
5 = Completely True
6 = Did Not Attend

In response to the question, 83% of the teachers indicated that they had not attended any materials - making sessions at the demonstration schools.* Seven percent responded that the statement was partly true, partly false, 2% said it was mostly true. Only 4% indicated a completely false response.**

* This year, instead of formal materials making sessions scheduled during school hours, teachers desiring to make materials may do so at their option after school hours or at times when they do not have teaching duties.

** A discrepancy exists between the number who gave a response indicating that they had attended a materials making session and the attendance records kept at the demonstration schools. Records at the schools indicate that less than 5% have attended the materials making sessions. This variance is probably due to the fact that some participants failed to sign in for the sessions.

Responses to Item 3.

"Based upon your knowledge of the Title VII Bilingual Project, please list the components (activities of the bilingual program)."

The purpose of this question was to determine to what extent the teachers were more informed about the Title VII Project as the result of presentations made to them by program and evaluation staff during the month of August. Persons representing the five components -- curriculum, instruction, staff development, parental involvement and evaluation -- explained the role of his component within the project to individual school faculties. The Guide to Bilingual Education, issued to each project teacher at or prior to these faculty meetings, also contains tabbed sections explaining the five components in detail.

In answer to this question, 54% of the respondents named three or more of the Title VII components, 26% listed one or two components, 11% said they could not remember or did not know, and 9% provided irrelevant comments or listed routine classroom procedures.

Responses to Item 4.

"Tell what you know about this year's Title VII research design(s)."

The first paragraph in the preceding item also provides relevant background for this question. Fifty-four percent of the respondents specifically mentioned or alluded to the Experience-Based Curriculum (EBC) research design but did not elaborate. Twenty percent mentioned the EBC and provided an extensive explanation (field trips, early-date treatment groups, pre-posttesting, etc.). Seven percent listed both the EBC and parental involvement research designs. Nine percent admitted not knowing much about the research designs or just made vague references to them, 11% admitted not knowing anything, and 2% listed topics or activities included in some of the EBC units.

Responses to Item 5.

"What curricula do you think are needed in your classroom?"

Responses to this item ranged from "none, thank you" to extensive listings of materials covering a wide variety of topics and subjects. The most frequently mentioned needs were for materials on how to teach ESL and SSL (oral and written). Other needs listed were for BOLaR teacher guides, a sequential program for teaching beginning reading, Spanish reading materials with controlled vocabulary, reading kits (books, skill masters, and workbooks), bilingual science units, and cultural materials.

Responses to Item 6.

"What needs do you have as a classroom teacher that you would like the Title VII supervisory staff to help you address?"

The following listing represents the most frequently mentioned needs that teachers desire the supervisory staff help them address:

- How to teach oral language and ESL
- How to group for reading
- How to plan a Spanish reading program for only a few students
- To know more about the expectations of the Title VII Bilingual Project
- Inservice on the Teacher's Manual
- More personal interaction with the supervisor

Responses to Item 7.

"Please list the cultural units that you taught this year or are now teaching. (Unit: a group of lessons dealing with one aspect of culture. Do not list units that generally relate to the dominant Anglo culture.)"

The Title VII Project has as an objective the teaching of at least four cultural units in grades K-5 during the school year. Responses to Item 7 indicate that 22% of the sample interviewed taught four or more cultural units, 22% taught three cultural units, 28% taught two, 15% taught one, and 13% have not taught any cultural units as of the date of interview.

Responses to Item 8.

> "Do you have any other comments to make about the bilingual program? (New teachers may also make their comments here.)"

The most persistent comment that the teachers recorded was their need for an aide and concern for not being able to provide the learning needs of their students without the assistance of a teacher aide. Other comments were mostly expressions of satisfaction with the bilingual program. Two teachers said they would like to see more consistency in the bilingual program and one said that the bilingual program should be provided on a resource basis to those who need it at Ortega School.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
ESEA Title VII Bilingual Project

Teacher Interview Form
Fall 1977

Teacher(s) Interviewed: ______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________

School: ______________ Grade: ______ ☐ Bilingual ☐ Team (Monolingual English)

Please rate items 1 and 2 according to the following scale:

1 = Completely False
2 = Mostly False
3 = Partly True, Partly False
4 = Mostly True
5 = Completely True
6 = Did not attend

______ 1. As a result of having attended the presentations by the Title VII project and evaluation staffs in August, I have a better understanding of the scope of the bilingual program this year.

______ 2. The materials making session(s) that I have attended at Sánchez or Zavala this year have been beneficial to me as a teacher in the bilingual program.

3. Based upon your knowledge of the Title VII Bilingual Project, please list the components (activities) of the bilingual program.

4. Tell what you know about this year's Title VII research design(s).

5. What curricula do you think are needed in your classroom?

6. What needs do you have as a classroom teacher that you would like the Title VII supervisory staff to help you address?

7. Please list the cultural units that you taught this year or are now teaching. (Unit: a group of lessons dealing with one aspect of culture. Do not list units that generally relate to the dominant Anglo culture.)

8. Do you have any other comments to make about the bilingual program? (New teachers can also make their comments here.)

Attachment E-1 TEACHER INTERVIEW FORM FALL, 1977

Appendix F

INSTRUCTIONAL ACTIVITIES QUESTIONNAIRE (IAQ)

Instrument Description: Instructional Activities Questionnaire (IAQ)

Brief description of the instrument:

The IAQ is divided into three parts and solicits information relating to language dominance, curriculum, and materials. It was designed to be completed in about 30 minutes.

To whom was the instrument administered?

Title VII Project teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

In the fall of 1977, to two thirds of the teachers.

Where was the instrument administered?

At the schools.

Who administered the instrument?

The questionnaire was sent to the teachers through the school mail.

What training did the administrators have?

N/A

Was the instrument administered under standardized conditions?

N/A

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title VII Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Results of the 1976-77 IAO are available for comparison.

INSTRUCTIONAL ACTIVITIES QUESTIONNAIRE (IAQ)

Purpose

The Instructional Activities Questionnaire (IAQ) was designed to gather information that addresses evaluation design questions relating to language dominance, curriculum, and materials. The information reported was used to determine whether project teachers were using the materials specified in the project's proposal and whether the projected amount of time was being given to each of the ten instructional areas.

Procedure

The Instructional Activities Questionnaire (IAQ) was developed by Title VII evaluation staff. The questionnaires were mailed to two thirds (100) of project teachers. They were asked to complete and return them to the Office of Research and Evaluation by November 21, 1977. The remaining one third were administered the Fall Teacher Interview. In the spring, one half of the teachers that were sent the IAQ will be interviewed. Teachers selected for the fall interview and the IAQ were randomly selected.

Results

Due to the low return rate from teachers of the IAQ, it will not be possible to determine the level of utilization of the core curriculum in time for this report. It continues to be evident, however, that the teachers are using a wide range of teacher-made and commercial materials. Efforts to effect return of outstanding IAQ's are continuing, and the final evaluation report will contain an assessment of the use of the core curriculum.

Appendix G

WORKSHOP REACTION FORM

269

Instrument Description: Teacher Workshop Reaction Form

Brief description of the instrument:

The form has three statements related to three levels of objectives for the workshop and one statement about the consultant. Participants rated each statement on a five point scale and added additional comments if they desired to do so.

To whom was the instrument administered?

Teachers and aides in the bilingual program.

How many times was the instrument administered?

A reaction form was completed after each workshop session.

When was the instrument administered?

At the conclusion of each session attended.

Where was the instrument administered?

Joe C. Thompson Conference Center, University of Texas.

Who administered the instrument?

Staff from the Office of Research and Evaluation.

What training did the administrators have?

Review of procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Project Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Results from over 100 past sessions are available for comparison.

TEACHER WORKSHOP REACTION FORM

Purpose

The main activity that the Title VII Staff Development component has conducted is the Bilingual Communication Skills Workshop which was held August 8-12, 1977. The Communication Skills Workshop consisted of 63 sessions. This year, along with the workshop sessions, a Bilingual Materials Fair was held on the last day. Each workshop session and the materials fair were rated by the participants as a way of providing the staff with feedback on the participants' opinions of the success of the sessions in meeting their stated objectives. The preparation and knowledge levels of the consultants were also rated as a guide to their future use by the project.

All project activities are outlined using the C.I.P.O. Evaluation Model. The model views staff development training as an input which facilitates the implementation of classroom processes which hopefully will lead to anticipated student outcomes. Therefore, teachers' and aides' reactions were elicited in these terms.

Procedure

Before each workshop session, the objectives were posted so that each participant would be aware of the purpose and what should be expected from the training. At the end of the sessions, workshop reaction forms were distributed and collected by someone from the Office of Research and Evaluation. Attachment G-1 is a copy of the standard reaction form used. The forms completed after each workshop were analyzed and a report given to the project staff for utilization of the data for the planning of future workshops.

Results

A summary of all the ratings turned in by workshop participants are reported here. Attachment G-2 contains a table with the mean ratings for each of the 63 sessions at the Bilingual Communication Skills Workshop and Attachment G-3 has a summary of the ratings for the Bilingual Materials Fair.

The reaction form used was first developed in 1974 for the summer bilingual workshop. Since its development it has been used for numerous evaluations of workshops conducted by Title VII Bilingual Project. Attachment G-4 is a table of norms based on all of these sessions.

A majority of the participants felt that the sessions had met their objectives and as a consequence, the workshop sessions were generally rated highly.

EVALUATION OF BILINGUAL WORKSHOP SESSION
Austin Independent School District

DATE: ______________________ Are you a (n) ... _____ Aide?

TOPIC: ______________________ _____ Teacher?

CONSULTANT: ______________________ School: ______________________

Please rate the following statements using this scale:

1 = Completely False

2 = Mostly False

3 = Partly False, Partly True

4 = Mostly True

5 = Completely True

_____ 1. I feel this session has met its Workshop Objective(s).

_____ 2. I feel this session will contribute to my meeting the Process Objective(s).

_____ 3. I feel this session will contribute to my students' meeting the Student Outcome Objective(s).

_____ 4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic.

ADDITIONAL COMMENTS:

Attachment G-1 EVALUATION OF BILINGUAL WORKSHOP SESSION

Attachment G-2

BILINGUAL COMMUNICATION SKILLS WORKSHOP RATINGS
(Page 1 of 4)

Summary of Title VII Project
Communication Skills Workshop
August 8-12
Austin Independent School District

Scale Used:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Item 1. I feel this session has met its Workshop Objective(s).
Item 2. I feel this session will contribute to my meeting the Process Objective.
Item 3. I feel this session will contribute to my students' meeting the Student Outcomes Objective.
Item 4. The consultant was sufficiently knowledgeable and adequately prepared to address this topic.

TOPIC	Teachers					Aides				
	N	Mean Item Response				N	Mean Item Response			
		1	2	3	4		1	2	3	4
CORE English	11	4.27	3.73	4.18	4.55	1	4.00	4.00	4.00	5.00
Minicourse: Utilizing Language Experience Approach Through Bicultural Activities	38	4.13	3.89	3.92	4.61	5	4.40	4.20	4.20	4.60
The Bilingual Reading Process: El proceso de la lectura en dos idiomas	24	4.83	4.67	4.63	5.00	4	5.00	5.00	4.92	5.00
Texas-Mexican Music in the Classroom	17	3.18	3.06	3.12	4.00	14	3.79	3.50	3.57	4.21
Santillana Serie Bilingüe	9	4.44	4.22	4.22	4.78	4	4.75	4.75	4.50	5.00
Spanish for Young American Series	3.60	3.60	3.60	3.60	3.80	2	4.00	4.00	4.00	4.00
Parents in the Classroom	11	4.64	4.45	4.18	4.73	8	4.63	4.63	4.57	4.75
Providing Language Experience for Creative Writing	31	4.67	4.45	4.55	4.74	2	4.50	4.50	4.50	4.50
Motivation, Organization, Individualization and Success	29	4.55	4.45	4.41	4.69	10	4.90	4.70	4.60	4.90
Communication Skills in Action	12	4.75	4.50	4.42	4.75	6	4.33	4.00	4.00	4.67
Early Childhood Reading In Spanish and English	14	4.71	4.64	4.46	4.86	7	4.57	4.67	4.67	4.71
Introduction to Behavior Management	18	4.94	4.94	4.94	4.94	10	5.00	5.00	4.90	5.00
Interaction Analysis: Teaching, Learning, Communicating Strategies	13	4.69	4.46	4.46	5.00	1	4.00	4.00	4.00	4.00
Using Your Language Master for Developing Spanish Oral Language	14	4.50	4.63	4.63	4.55	7	4.55	4.55	4.80	4.65
Providing Language Experience for Creative Writing	17	4.41	4.29	4.00	4.88	2	5.00	5.00	5.00	5.00
Motivation, Organization, Individualization and Success	15	4.87	4.50	4.38	5.00	4	5.00	4.25	4.50	5.00
Early Childhood Reading in Spanish and English	16	4.65	4.25	4.44	4.94	4	5.00	5.00	5.00	5.00

Attachment G-2

(continued, Page 2 of 4)

TOPIC	Teacher					Aides				
	N	Mean Item Response				N	Mean Item Response			
		1	2	3	4		1	2	3	4
Introduction to Behavior Management	22	5.00	4.95	4.95	5.00	5	5.00	5.00	5.00	5.00
Using Your Language Master for Developing English Oral Language	17	4.76	4.59	4.41	4.76					
Matando a los demonios del deletreo (Getting Rid of Spelling Demons)	8	3.50	3.25	2.88	4.38	7	4.43	4.43	4.43	4.57
Santillana Lengua Nacional (SENDA)	4	4.75	4.50	4.25	4.75	1	5.00	5.00	5.00	5.00
Black Dialect: As it lives and dies!!..But when do we teach Standard English	20	4.75	4.79	4.65	4.85	4	5.00	4.75	4.75	5.00
Creative Writing for Children	17	4.82	4.76	4.59	5.00					
Informal Small and Large Group Oral Language Development	47	3.94	3.79	3.74	4.28					
Manuscript Writing in Spanish/English	6	4.83	4.60	4.60	4.67	11	5.00	5.00	5.00	5.00
A Time-Lapsed Unit	15	4.93	4.87	4.87	5.00	4	5.00	5.00	5.00	5.00
How to Utilize and Make Reading Games for Your Elementary Class, Grades 4-6	11	4.73	4.55	4.55	4.55	5	4.80	4.60	4.75	4.80
Movement and Learning for Grades K-2	19	4.84	4.83	4.89	4.95	5	4.40	4.40	4.40	4.80
Creative Writing for Children	13	4.92	4.85	4.77	4.92					
Minicourse Two: Developing Children's Oral Language	13	4.00	3.69	3.77	4.31	13	4.38	4.38	3.33	4.62
Language Games for Large or Small Groups	25	4.12	4.08	3.96	4.35	4	3.75	3.25	3.33	4.25
How to Utilize and Make Reading Games for Your Elementary Class, Grades 1-3	28	4.79	4.86	4.75	4.79	5	4.80	4.80	4.80	4.80
Reading in Two Languages/ Lectura en Dos Idiomas	7	4.14	3.86	3.86	4.29	5	4.40	4.40	4.40	4.60
How a Child Learns Two Languages: Implications for Teachers	13	2.23	2.23	2.77	3.17	1	4.00	3.00	4.00	4.00
Movement and Learning for Grades K-2	11	4.91	4.90	4.90	5.00	4	4.25	4.25	4.25	4.75
Vocabulary Enrichment	21	3.89	3.43	3.57	4.48	4	4.50	4.00	4.00	4.75
Teaching Problems and Solutions in the Language Arts Multicultural Elem. Classroom	40	4.88	4.80	4.85	4.95	2	5.00	5.00	5.00	5.00
Reading in Content Areas	12	4.75	4.58	4.58	4.92					
The Edgewood Readers: Cultural and Linguistic Relevance for Texas	8	4.75	4.63	4.50	4.88	3	5.00	5.00	5.00	5.00
Amplificación del léxico-Se trataría de lo siguiente	5	4.40	4.40	4.25	4.20	3	5.00	5.00	5.00	5.00

Attachment G-2 (continued, Page 3 of 4)

TOPIC	Teacher					Aides				
	N	Mean Item Response				N	Mean Item Response			
		1	2	3	4		1	2	3	4
Reading Via Montessori Methods for Grades 2, 3	14	4.50	4.36	4.43	4.86	7	4.86	4.86	4.86	4.86
Metra Structured Tutoring for Spanish Reading	6	4.50	4.17	4.17	4.17	3	4.67	4.67	4.33	4.67
Activating Oral Language Development Ideas	25	3.36	3.12	3.04	3.72					
Reading in Content Areas	13	4.69	4.46	4.54	4.69	2	5.00	5.00	4.50	5.00
Problemas de ortofrafia	6	4.00	4.00	3.67	4.83	4	4.75	4.75	4.75	4.75
Reading Via Montessori for Grades K-1	21	4.95	4.85	4.84	5.00					
* Language Experience Approach to Reading for K-2	10	4.90	4.80	4.90	4.80	6	4.17	4.17	4.33	4.17
Metra Structured Tutoring for English Reading	11	4.27	4.18	4.27	4.55					
Vocabulary Enrichment	4	4.75	4.50	4.50	4.75					
Language Development	5	5.00	5.00	5.00	5.00					
Spelling: Making It Easy	15	4.80	4.80	4.80	4.87	4	4.75	4.75	4.75	4.75
** Beginning Mathematics concepts and Oral Language Development	35	4.76	4.63	4.69	4.71	6	4.33	4.00	4.17	4.50
Let's Speak Spanish	3	4.67	4.67	4.67	5.00					
Los Regionalismos del suroeste	6	4.50	4.33	4.33	4.67	1	5.00	5.00	5.00	5.00
Instructional Television in Austin I. S. D.	8	5.00	4.63	4.50	5.00	1	5.00	5.00	4.00	4.00
Solutions in Communication	5	3.80	3.60	3.80	4.20	1	5.00	5.00	5.00	5.00
LEIR - Encyclopedia Britannica Educational Corporation	7	4.29	4.29	4.14	4.43	1	5.00	4.00		4.00
ESL in the Regular Classroom	4	4.25	4.25	4.25	4.75					
* Language Experience Approach Approach...	(Sessions Combined)									
Mi Idioma	10	4.20	3.80	3.90	4.60	2	4.00	3.50	4.00	4.00
The Written Accent Mark in Spanish	4	5.00	5.00	5.00	5.00	1	5.00	5.00	5.00	5.00
** Beginning Math...	(Sessions Combined)									
Improving Cursive Writing	4	4.75	5.00	5.00	5.00	2	4.50	4.50	4.50	5.00

Attachment G-2 (continued, Page 4 of 4)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Evaluation of Bilingual Materials Fair at Joe C. Thompson Conference Center The University of Texas at Austin

Scale used:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Number Responding	Mean Response	
81	4.14	This Materials Fair has made me aware of new materials of which I was previously unfamiliar.
78	4.59	Having the Materials Fair on the Friday of the Summer Workshop was preferable to having it during the school year.

LIST THE FIVE EXHIBITORS THAT YOU WOULD MOST PREFER TO RETURN FOR NEXT YEAR'S MATERIALS FAIR.

Development Learning Materials
Rio Grande Book Company
Vanguard Visuals, Inc.
Heffermans
Society for Visual Education

LIST THE FIVE EXHIBITORS THAT YOU WOULD LEAST PREFER TO RETURN FOR NEXT YEAR'S MATERIALS FAIR.

Language Experiences in Reading (LEIR)
Cole Supply
Metra Southwest, Incorporated
Economy Company
Rio Grande Book Company

(This group of publishing companies that the teachers listed as the five exhibitors that they would not like to see return next year should be considered in light of the fact that none were listed more than three times by the combined 81 individuals that attended the Bilingual Materials Fair).

Attachment G-3 EVALUATION OF BILINGUAL MATERIALS FAIR AT JOE C. THOMPSON CONFERENCE CENTER THE UNIVERSITY OF TEXAS AT AUSTIN

Attachment G-4

Percentile Ranking	Raw Score for Each Item			
	(1st)	(2nd)	(3rd)	(4th)
99	5.00	5.00	5.00	
95	4.99	4.99	4.99	5.00
90	4.96	4.92	4.91	4.99
85	4.88	4.79	4.80	4.97
80	4.81	4.71	4.73	4.95
75	4.71	4.65	4.64	4.92
70	4.63	4.60	4.56	4.87
65	4.59	4.57	4.53	4.82
60	4.56	4.51	4.48	4.78
55	4.52	4.48	4.41	4.71
50	4.48	4.41	4.31	4.64
45	4.44	4.35	4.19	4.60
40	4.32	4.27	4.12	4.56
35	4.24	4.15	4.04	4.52
30	4.10	4.04	3.97	4.45
25	4.01	3.92	3.84	4.34
20	3.91	3.74	3.76	4.21
15	3.81	3.44	3.48	4.10
10	3.48	3.20	3.15	3.89
5	3.03	2.92	2.89	3.62
1	1.18	1.00	1.01	1.57
Mean rating	4.31	4.18	4.17	4.52

Attachment G-4 TABLE OF NORMS FOR TEACHER WORKSHOPS

Appendix H

ACHIEVEMENT ASSESSMENT INSTRUMENTS

Achievement Assessment Instruments

The basis for measuring student outcomes produced by the Title VII Bilingual Projects is a set of standardized and locally developed achievement instruments. The baseline data collected during the 1976-77 project year with these instruments are reported here. Testing schedules and the evaluation questions addressed by these tests are summarized in the evaluation design for the project (See Chapter IV). A brief overview of each test is outlined on the instrument description pages following this narrative.

Detail concerning the baseline data from 1976-77 and previous years may be found in the Final Technical Report for 1976-77 publication number 76.64. All figures are placed following the narrative.

Boehm Test of Basic Concepts

Figure H-1 is a graph comparing the 1976-77 raw scores of project and non-project students.

California Achievement Test

Figures H-2 and H-3 are graphs of the scores on the CAT Reading Total for project and non-project students. Figures H-4 and H-5 are graphs of the scores on CAT Math Total for project and non-project students. These graphs are presented in median percentile rankings.

Individual School Profiles

For each of the following instruments, each project school was provided an individual profile showing its students' gains, the gains of students project-wide and, where appropriate, national norms. The graphs included here were overlaid with a line for each school's students. A complete set of these profiles has been published and is on file in the AISD Professional Library (Achievement Test Profiles, ESEA Title VII Bilingual Program, publication number 77.11).

Prueba de Lectura

Figure H-6 is a graph of the pre-post raw score changes during the 1976-77 school year for project students in grades 3, 4, and 5. In the spring of 1977, non-project students were also tested. Figure H-7 is a table including these scores.

Spanish Math Test

Figure H-8 displays the spring, 1977 results for those project students who were designated by their teachers as having received math instruction in Spanish.

Instrument Description: Boehm Test of Basic Concepts

Brief description of the instrument:

Fifty items are arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the pupils. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

To whom was the instrument administered?

All project kindergarten students.

How many times was the instrument administered?

Twice (pretest and posttest).

When was the instrument administered?

September, 1976 and February, 1977.

Where was the instrument administered?

In the classrooms.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Training sessions were provided on-campus by the counselor and/or principal.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

Split half reliability coefficients, corrected by the Spearman-Brown formula, ranged from .68 to .90 in the standardization sample. No validity data are reported.

Are there norm data available for interpreting the results?

Standardized sample consisted of low, middle, and high socio-economic level students from kindergarten, first, and second grade in sixteen cities around the country. Percentiles corresponding to various raw scores are reported for beginning and mid-year testing in each of the SES levels by grade classifications.

Instrument Description: California Achievement Test (CAT)

Brief description of the instrument:

The CAT is a standardized achievement test battery with norms. Two tests were administered, mathematics and reading comprehension. The math test also has two subtests: Computation and Concepts and Problems; The reading test has two subtests: Vocabulary and Comprehension.

To whom was the instrument administered?

All project students in grades 1, 2, 3, 4, 5, and 6.

How many times was the instrument administered?

Once yearly.

When was the instrument administered?

April, 1976 and April, 1977.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Principals were trained by Office of Research and Evaluation staff and required to train all teachers.

Was the instrument administered under standardized conditions?

The Office of Research and Evaluation assumes that the test was given under standardized conditions. Teachers were provided with a manual published by CTB-McGraw Hill.

Were there problems with the instrument or the administration that might affect the validity of the data?

There may have been individual variances in administration procedures used by classroom teachers.

Who developed the instrument?

CTB-McGraw Hill.

What reliability and validity data are available on the instrument?

The reliability of both the mathematics and the reading tests as summarized by the Kuder-Richardson formula 20 coefficients is acceptable. The available test manual provides additional data. Validity data is not provided.

Are there norm data available for interpreting the results?

Yes, national and AISD norms are available.

Instrument Description: Spanish Reading Test - Prueba de Lectura

Brief description of the instrument:

Level 2 consists of 110 multiple choice items. Forty items test level of comprehension, thirty items test speed of comprehension, and forty items test vocabulary.

To whom was the instrument administered?

Random sample from 2nd, 3rd, 4th and 5th grade project and non-project students.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1977.

Where was the instrument administered?

In the school classrooms or cafeterias.

Who administered the instrument?

Title VII Evaluation Staff.

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

All tests were given by trained administrators in classrooms or cafeterias. Standard instructions to the student were used.

Were there problems with the instrument or the administration that might affect the validity of the data?

In some cases, the noise level in the cafeterias (due to work continuing in adjoining kitchens) was such that it was distracting to the test administrator and the students.

Who developed the instrument?

The original test (1950) was developed by the committee on Modern Languages of The American Council on Education and published by Education Testing Service. The current version is a revision of the original test done by Herschel T. Manuel and Published by Guidance Testing Associates, Austin, Texas.

What reliability and validity data are available on the instrument?

Reliability coefficients based on administration of alternate forms (C and D) of the test to the same group ranged from .39 to .74 for Level 2. No validity data are reported for level 2 of test. Coefficients alpha is .93 for the total score and .87, for the three subscales.

Are there norm data available for interpreting the results?

Scores from spring, 1974-76 testing are available for comparisons.

Instrument Description: Spanish Math Test (El Examen de Matemática en Español)

Brief description of the instrument:

Level A consists of 52 test items and three practice problems. Level B consists of 54 items and three practice problems. All items are multiple choice.

To whom was the instrument administered?

Level A was administered to grades 1 and 2. Level B was administered to grades 3, 4, and 5 last year; but will no longer be given. The results are provided in this appendix, however, for both Levels A and B for the 1976-77 school year. The Spanish Math Test was administered only to those students receiving math instruction in Spanish.

How many times was the instrument administered?

Once.

When was the instrument administered?

March, 1977.

Where was the instrument administered?

In the school classrooms or cafeterias.

Who administered the instrument?

Title VII Evaluation Staff.

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Administration procedures were standardized.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some testing sites were noisy.

Who developed the instrument?

Title VII Evaluation Staff

What reliability and validity data are available on the instrument?

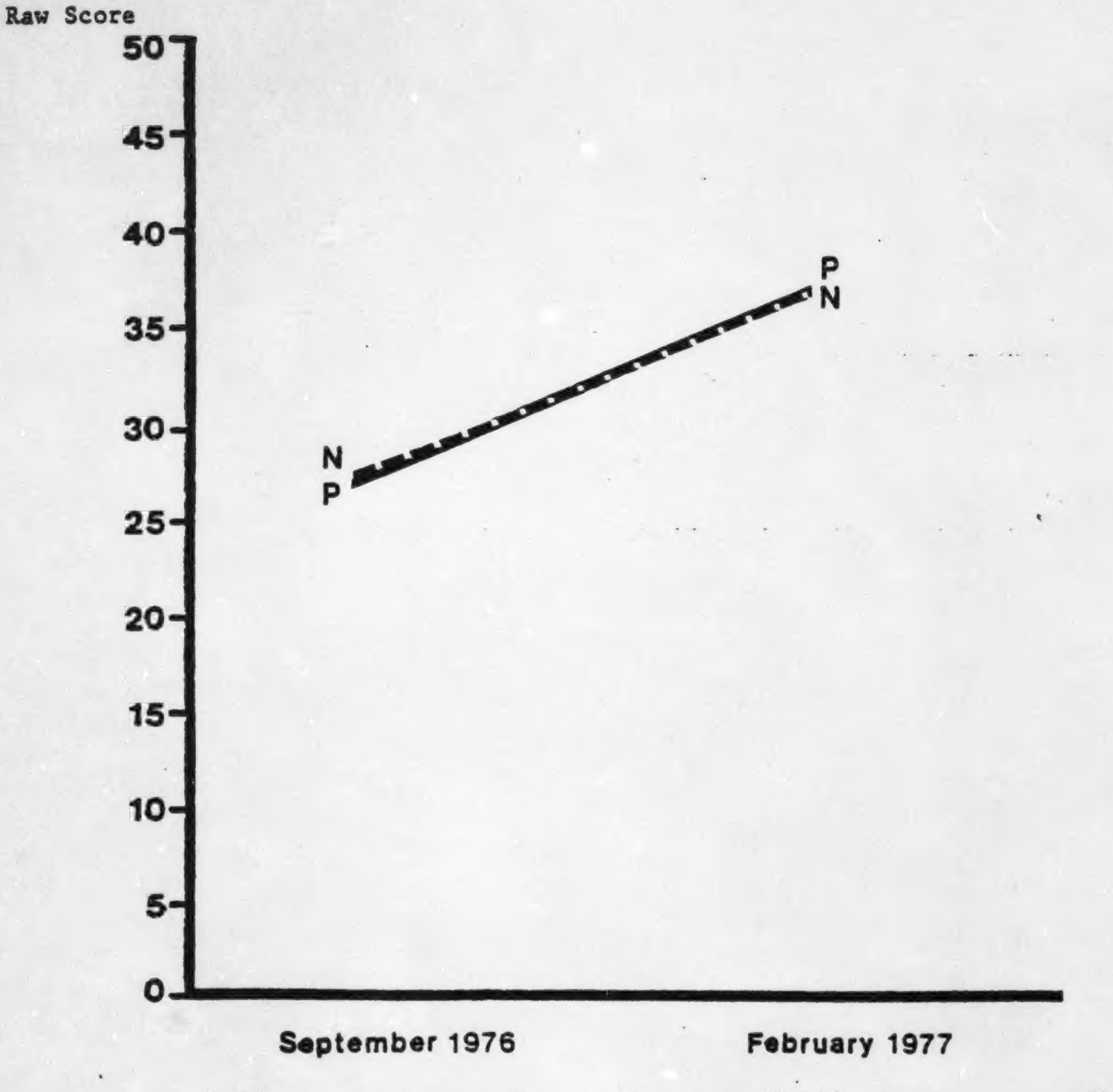
Reliability as measured by the Alpha Coefficient was .91 for Level A and .92 for Level B.

Are there norm data available for interpreting the results?

Test results from the 1975-76 project year are available.

GROUP: Project and Non-Project Students

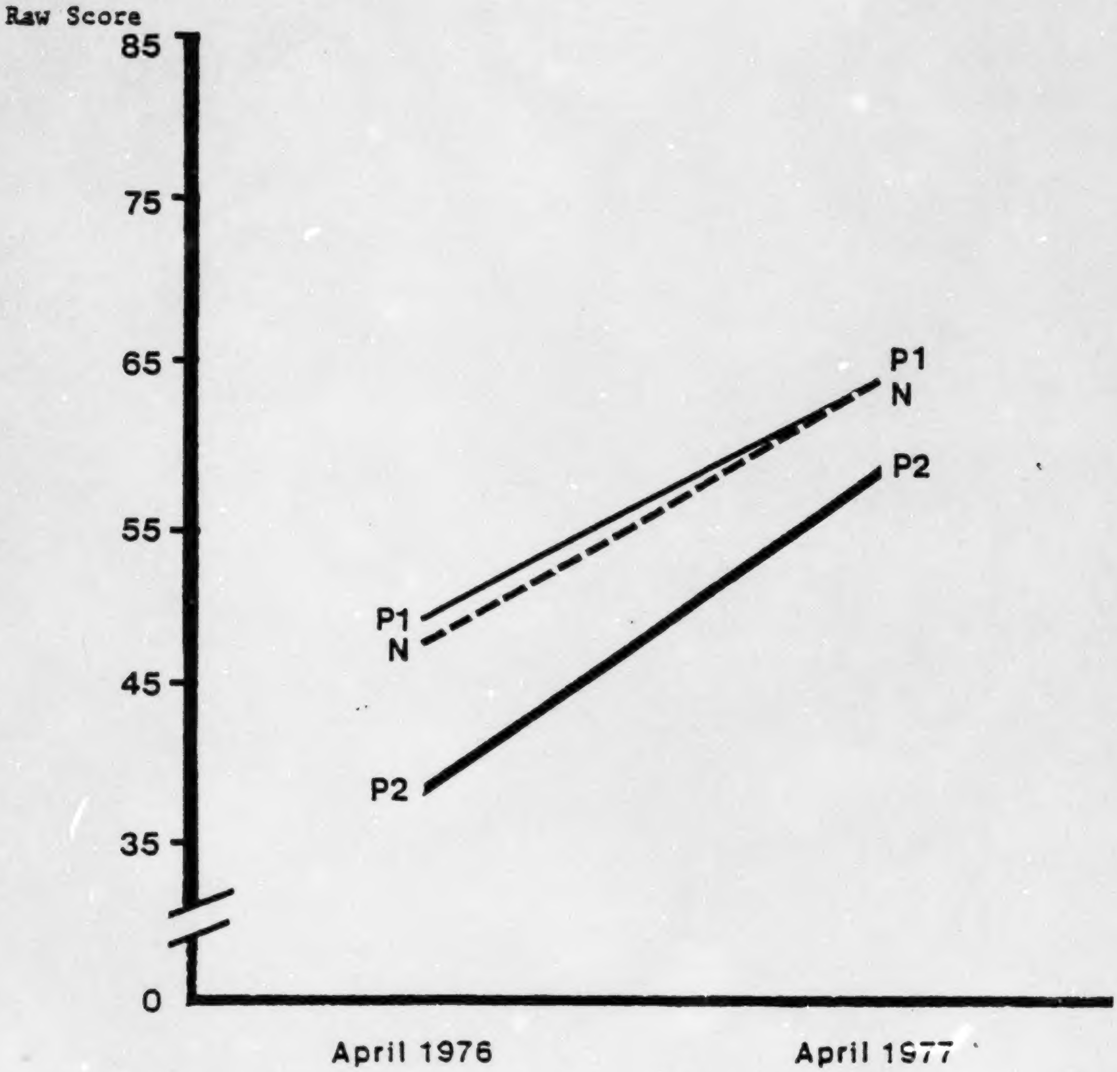
SCALE: Total Score



Group	N	September Mean	February Mean	Are differences in gains significant, p<.05?
Project Students	475	26.8	36.5	No
Non-Project Students	94	27.1	36.4	

Figure H-1 BOEHM TEST OF BASIC CONCEPTS

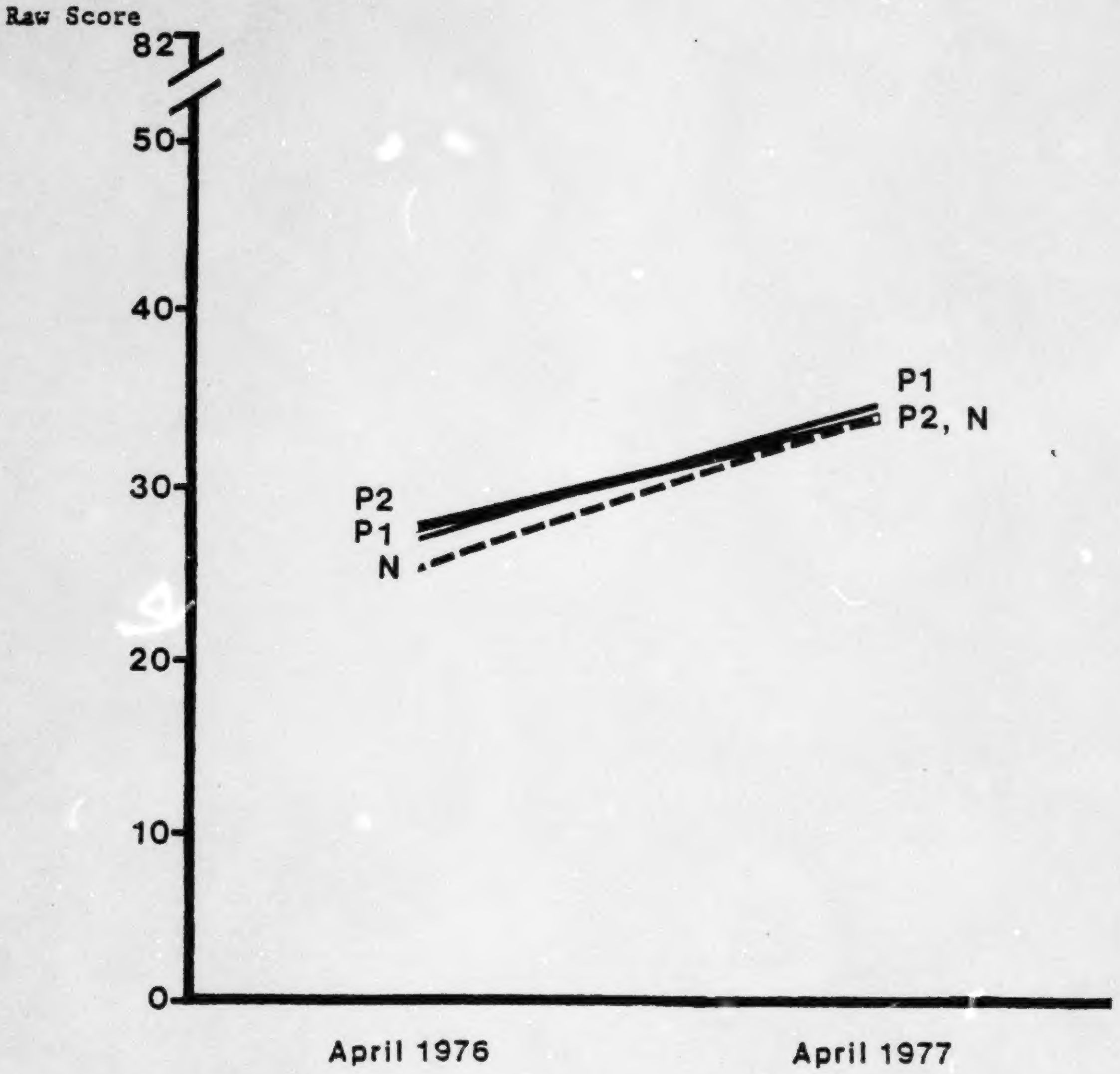
Subtest: Reading Total   Level: 2
Grade: 3



Key	Group	N	Pretest Median	Posttest Median	Difference	P
P2 ▬▬	Two-Year Proj. Students	338	38	59	21	<.0
P1 ——	One-Year Proj. Students	142	49	64	15	<.0
N - - -	Non-Project Students	143	48	64	16	<.0

Figure H-2 CALIFORNIA ACHIEVEMENT TEST

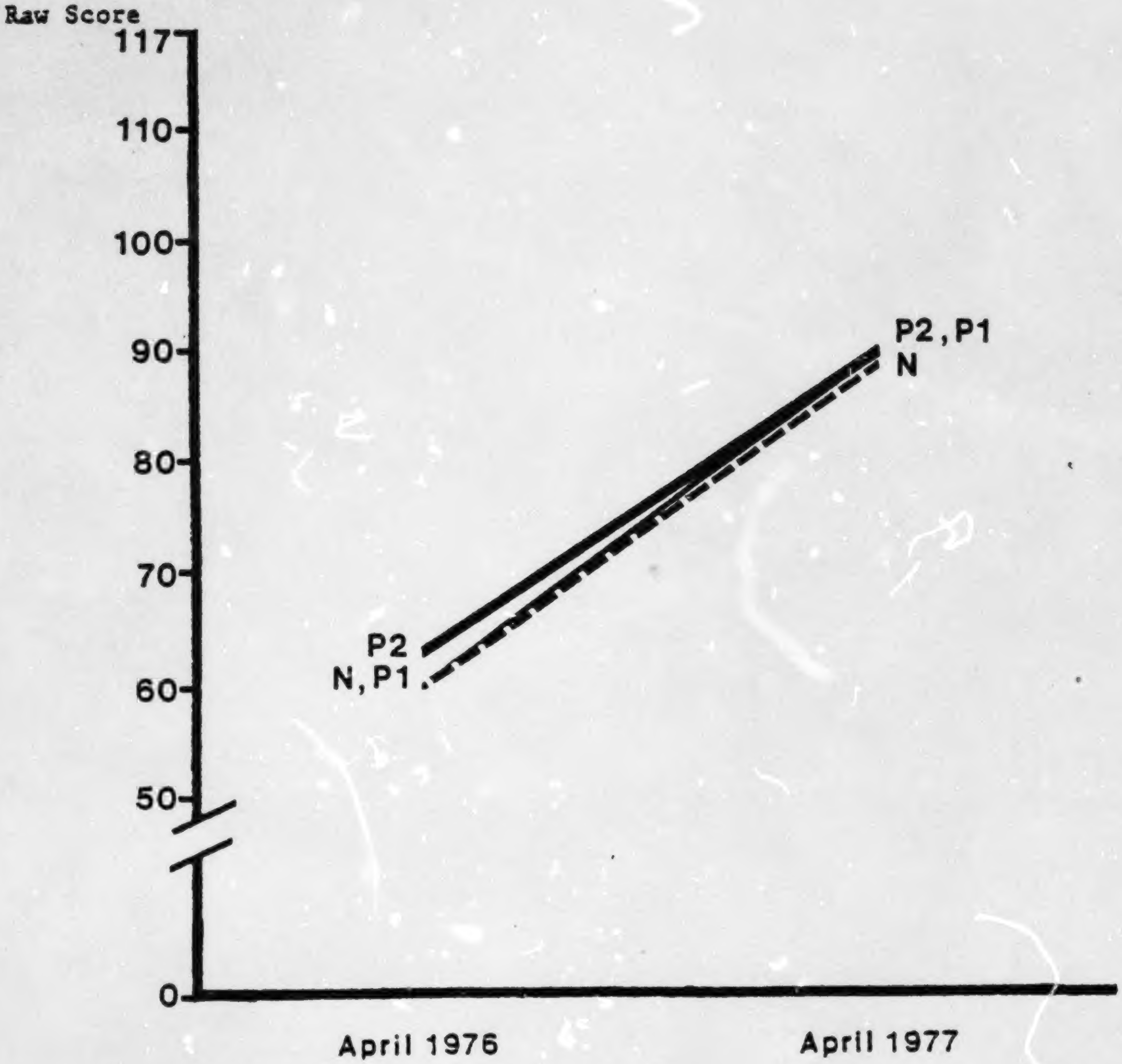
Subtest: Reading Total Level: 3
Grade: 5



Key	Group	N	Pretest Median	Posttest Median	Difference	P
P2 ━━━	Two-Year Proj. Students	353	28	34	6	<.05
P1 ───	One-Year Proj. Students	260	27	35	8	<.05
N - - -	Non-Proj. Students	247	25	34	9	<.05

Figure H-3 CALIFORNIA ACHIEVEMENT TEST

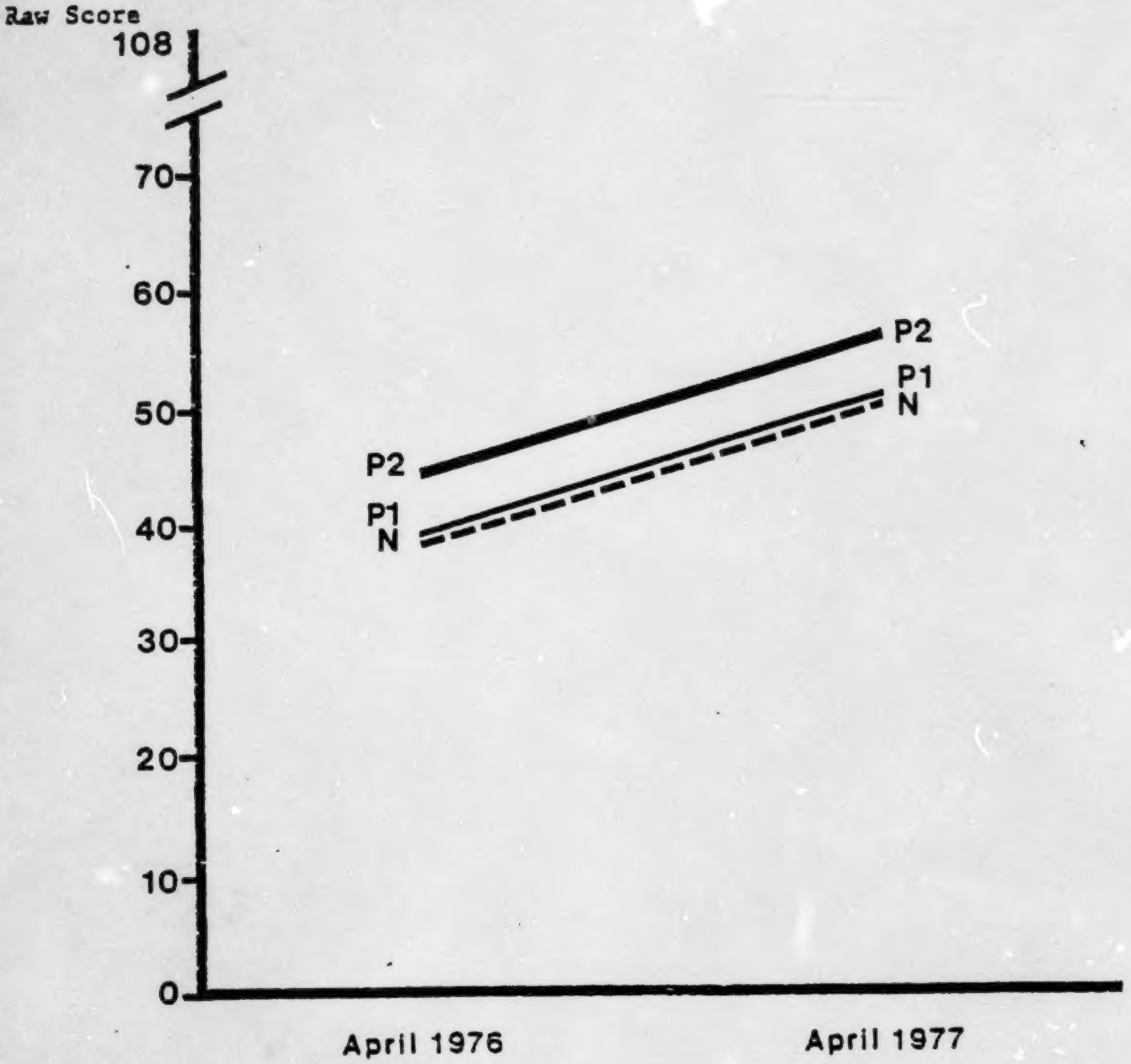
Subtest: Math Total Level: 2
Grade: 3



Key	Group	N	Pretest Median	Posttest Median	Differance	P
P2 ━━	Two-Year Proj. Students	331	63	90	27	<.05
P1 ──	One-Year Proj. Students	145	60	90	30	<.05
N - - -	Non-Proj. Students	146	60	89	29	<.05

Figure H-4 CALIFORNIA ACHIEVEMENT TEST

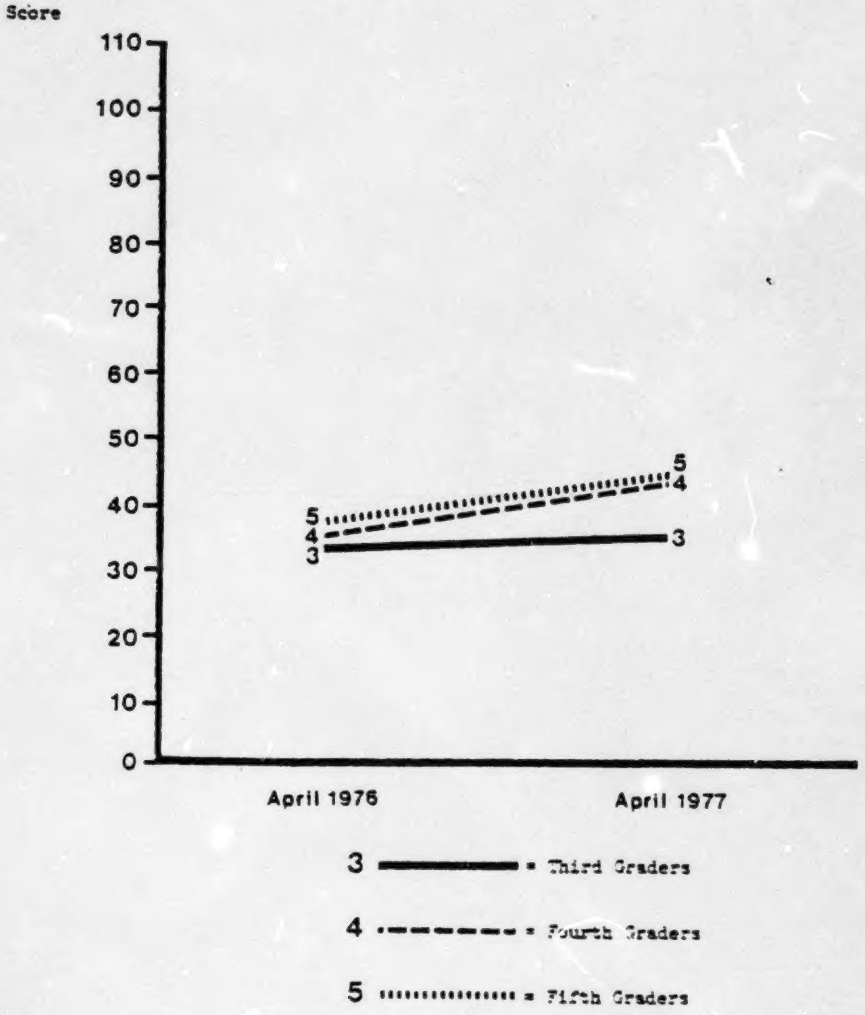
Subtest: Math Total   Level: 3
Grade: 5



Key	Group	N	Pretest Median	Posttest Median	Difference	P
P2 ━━━	Two-Year Proj. Students	350	44	57	13	<.05
P1 ───	One-Year Proj. Students	261	39	51	12	<.05
N - - -	Non-Proj. Students	245	38	50	12	<.05

Figure H-5 CALIFORNIA ACHIEVEMENT TEST

SCALE: Total Score



Grade	N	Pretest Mean	Posttest Mean	Difference	F	P
3	79	32.2	37.1	4.3	6.53	.0120
4	33	35.3	43.0	7.2	18.37	.0001
5	68	36.9	43.3	6.5	10.65	.0021

Figure H-6 PRUEBA DE LECTURA L2-CES-76 TO 77 GAINS FOR PROJECT STUDENTS

290

School	Grade Level	Project Students		Non-Project Students	
		(N)	Mean	(N)	Mean
Allison	2	(22)	24.00	(0)	-
	3	(24)	40.83	(5)	30.40
	4	(24)	44.46	(6)	35.50
	5	(12)	55.83	(0)	-
Becker	2	(12)	33.08	(0)	-
	3	(12)	31.75	(6)	27.17
	4	(12)	32.00	(6)	25.33
	5	(12)	45.83	(0)	-
Brooke	2	(18)	20.78	(0)	-
	3	(18)	25.61	(0)	-
	4	(18)	28.44	(0)	-
	5	(18)	28.83	(0)	-
Dawson	2	(12)	21.58	(6)	26.17
	3	(12)	35.08	(12)	25.83
	4	(12)	43.67	(0)	-
	5	(14)	42.71	(0)	-
Govalle	2	(18)	26.44	(0)	-
	3	(19)	33.89	(6)	27.83
	4	(17)	43.47	(6)	29.17
	5	(6)	45.33	(0)	-
Metz	2	(19)	30.58	(0)	-
	3	(18)	43.11	(0)	-
	4	(18)	43.72	(0)	-
	5	(24)	42.92	(0)	-
Ortega	2	(11)	26.91	(0)	-
	3	(11)	30.27	(0)	-
	4	(12)	37.00	(6)	30.17
	5	(12)	34.33	(5)	29.80
Sanchez	2	(18)	24.89	(0)	-
	3	(18)	38.17	(0)	-
	4	(17)	44.89	(0)	-
	5	(23)	54.91	(0)	-
Zavala	2	(21)	26.29	(0)	-
	3	(15)	33.60	(0)	-
	4	(15)	46.80	(0)	-
	5	(12)	50.42	(0)	-

Figure H-7 PRUEBA DE LECTURA TOTAL SCORE-ALL STUDENTS TESTED IN APRIL, 1977

Level	Grade	Project	Allison	Becker	Brooke	Dawson	Govalle	Metz	Ortega	Sanchez	Zavala
A	1	20.7 (76)	21.0 (7)	20.7 (3)	- (0)	22.7 (3)	14.9 (7)	28.0 (8)	28.0 (1)	17.6 (24)	22.5 (23)
A	2	28.90 (78)	29.4 (27)	- (0)	- (0)	- (0)	26.5 (11)	- (0)	- (0)	30.7 (21)	27.6 (19)
B	3	24.0 (43)	22.9 (27)	- (0)	- (0)	- (0)	- (0)	- (0)	21.5 (4)	27.6 (7)	26.6 (5)
B	4	33.6 (14)	29.2 (5)	- (0)	- (0)	41.0 (1)	- (0)	- (0)	- (0)	41.7 (3)	31.[illegible] (5)
B	5	41.6 (10)	33.5 (2)	47.8 (4)	- (0)	- (0)	47.0 (2)	32.0 (2)	- (0)	- (0)	- (0)

Note: Highest Possible Scores - Level A = 47

Level B = 54

Figure H-8 EL EXAMEN DE MATEMATICA EN ESPAÑOL PROJECT-WIDE SUMMARY MARCH, 1977

Appendix I

COMMUNITY REPRESENTATIVE MONITORING SHEET

Instrument Description: Community Representative Monitoring Sheet

Brief description of the instrument:

The monitoring form consists of two parts. The first part asks to list the names of parent volunteers who are working in the classroom in an instructional capacity. The second question asks for a description of the community representative's activities as reflected in her daily logs.

To whom was the instrument administered?

All Title VII Community Representatives.

How many times was the instrument administered?

Twice.

When was the instrument administered?

Once in the fall and once in the spring.

Where was the instrument administered?

At the schools.

Who administered the instrument?

Title VII Evaluation Assistant.

What training did the administrators have?

Procedure for administering were reviewed in the Office of Research and Evaluation

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title VII Evaluation Staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

COMMUNITY REPRESENTATIVE MONITORING SHEET

Purpose

The monitoring sheet was utilized by evaluation staff to record the community representatives' activities as reflected in their daily logs. They also reviewed training records to collect the names of parent volunteers who are being trained to work in instructional related activities in project classrooms.

The date recorded on the monitoring will be used to provide information that relates to an evaluation question regarding community representative staffing patterns and an objective concerning parental involvement in project classrooms.

Procedures

The monitoring sheet was developed by the Title VII evaluation staff and designed to be filled in by the evaluation assistant. The reading of the logs and the listing of parent volunteers were conducted in the schools at the convenience of the community representatives. This activity was effected from November 21 through November 22, 1977.

Community representatives were asked to furnish a list of parent volunteers who are receiving training and who will work or are working in project classrooms in a capacity related to instruction. The community representatives monitoring sheet also had a section for recording the community representatives' activities on randomly selected dates since the beginning of the 1977-78 school year. A copy of the monitoring sheet is included as Attachment I-1.

Results

The reading of the logs indicated that the most common functions performed by the community representatives included home visitations, home telephone calls, recordkeeping and transporting children and parents to or from school-related activities. Community representatives also conducted training to parents on the use of the EBC at-home study units and participated in conference with teachers, the principals, and the school nurse.

One of the objectives for parental involvement is that four parent volunteers will be identified and trained to work in project classrooms in a capacity related to instruction at least three times during the year. As of midyear, all of the nine campuses have identified and trained the core of parents. The number of times that these parents worked in instructionally related activities in the classrooms cannot be determined until June, 1978.

School

Name

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
ESEA Title VII Bilingual Project

Community Representative
Monitoring Sheet
Fall, 1977

Data to be Collected by
Evaluator in Monitoring
of Daily Logs

1. Obtain the names of four parent volunteers who are receiving training and who will work or are working in project classrooms in a capacity related to instruction at least three times during the year.

Parent	Has this parent received training?

2. Review of daily logs.

Date	Description of Activity	Time Spent

Attachment I-1 COMMUNITY REPRESENTATIVE MONITORING SHEET
FALL, 1977

Appendix J

INTERNSHIP REACTION FORM

Instrument Description: Internship Reaction Form

Brief description of the instrument:

The form consists of 12 statements related to various aspects of the internship program. Participants rate each statement on a five-point scale and may write additional comments.

To whom was the instrument administered?

Title VII Bilingual and Team Teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

During October and November, 1977.

Where was the instrument administered?

At the demonstration schools (Sánchez and Zavala).

Who administered the instrument?
Title VII Evaluation Staff (The forms were deposited at the demonstration schools with the resource teachers. When the internship was completed, teachers were asked to fill out the evaluation forms and return them directly to the Office of Research and Evaluation in envelopes provided for that purpose.

What training did the administrators have?

Procedures were reviewed in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title VII Evaluation Staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Results from 1976-1977 are available for comparison.

INTERNSHIP REACTION FORM

Purpose

The reaction form was developed and used to measure the reactions of new teachers to the one-day internship activity. The interns spent a half day at one of the project schools and the rest of the day at one of the two demonstration sites (Zavala and Sánchez).

The reaction form for the visiting teachers was designed to gauge the amount of knowledge and/or experience they gained in each of 10 instructional areas, and what procedural changes could be introduced into the visitation activities to increase the benefits to be derived.

The purpose for collecting these data was two-fold: (1) to document the internship activities and teachers' reactions to it, and (2) to collect information and comments which should be helpful in planning and conducting future internships.

Procedure

Each new project teacher was offered the opportunity of participating in a one-day internship at one of two demonstration schools and a project school of their choice. This internship was planned to allow a project teacher to observe and to participate with a demonstration school teacher at his/her own grade level. The internships were scheduled during October and November, 1977.

At the conclusion of the internship, each teacher was asked to complete a reaction form (see Attachment J-1) and mail it to the Office of Research and Evaluation.

Results

The ratings decreased for the 1977-78 internships in comparison to those of 1976-77 (see Attachment J-2). The activities that the teachers observed from which they derived the most benefit were in the areas of materials available for use, techniques for reading instruction, the use of specific instructional materials, grouping and individualization and classroom arrangement. The activities that the teachers felt were of less value were in the areas of techniques for oral language development, use of cultural references in instructional activities, scheduling in a team teaching situation, learning centers and the use of a bilingual aide.

Attachment J-1

INTERNSHIP REACTION FORM
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ESEA Title VII Bilingual Project

Internship Reaction Form
(1977-78)

Site Visited: ______________________________

____________Bilingual Teacher

____________Monolingual Team Teacher Grade Level: ______________

Many areas were available for your observation at the demonstration site. Recognizing that no one could experience a great deal in all of these areas in just one day, please let us know in which areas you received the most benefit.

For each area listed below, respond to the following statements using this scale:

1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

In the area of (see each of the 10 areas below), I gained valuable experiences and/or knowledge which will be useful to me in my own classroom.

Response

________ 1. Materials which are available for instruction

________ 2. How to use specific instructional materials

________ 3. Scheduling for instruction in a team teaching situation

________ 4. Grouping and individualization

________ 5. Learning centers

________ 6. Classroom arrangement

________ 7. Use of a bilingual aide

________ 8. Incorporation of cultural references in instructional activities

________ 9. Techniques for oral language development

________10. Techniques for reading instruction

Attachment J-1 (continued, Page 2 of 3)

11. What do you wish there had been more time for?

12. Do you have any other comments?

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ESEA Title VII Bilingual Project

General Summary of Reactions to On-Site Visitation to Demonstration Schools

Scale Used:
1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

1977-1978				1976-1977		
Responses	Mean	Ranking	Item	Responses	Mean	Ranking
48	4.33	1	1. Materials which are available for instruction.	63	4.66	1
47	3.51	3	2. How to use specific instructional materials.	61	3.85	2
46	3.00	7	3. Scheduling for instruction in a team teaching situation.	59	3.12	9
48	3.33	4	4. Grouping and individualization.	61	3.38	6
47	2.77	8	5. Learning centers.	60	3.32	7
47	3.32	5	6. Classroom arrangement.	61	3.79	4
47	2.55	9	7. Use of a bilingual aide.	59	3.10	10
47	3.00	7	8. Incorporation of cultural references in instructional activities.	58	3.24	8
48	3.27	6	9. Techniques for oral language development.	60	3.60	5
48	3.54	2	10. Techniques for reading instruction.	62	3.80	3

Attachment J-2 GENERAL SUMMARY OF REACTIONS TO ON-SITE VISITATION TO DEMONSTRATION SCHOOLS

Appendix K

Principals' Workshop Reaction Form

Instrument Description: Principals' Workshop Reaction Form

Brief description of the instrument:

The reaction form consists of seven activities for the principals to rate on a scale of 1 to 5, ranging from Completely False to Completely True.

To whom was the instrument administered?

To five of the ten principals in the Title VII Project schools who attended the Workshop.

How many times was the instrument administered?

Once.

When was the instrument administered?

July, 1977.

Where was the instrument administered?

Forms were mailed to the project campuses.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title VII Evaluation Staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

306

PRINCIPALS' WORKSHOP REACTION FORM

Purpose

The Summer Bilingual Workshop for principals of Title VII schools was conducted on July 28-29, 1977 at the Carruth Administration Building. The purpose of the workshop was to familiarize the Title VII principals with the Title VII proposal and guidelines, and the five components of the bilingual project.

Procedures

The sessions were planned and conducted by the program staff. The Title VII staff identified the five components of the project and reviewed the Title VII proposal and guidelines. The workshop reaction forms were a product of the evaluation staff for use at this and previous principals' workshops. The reaction forms (See Attachment K-1) were mailed to the individual principals three days after the workshop with the request that they be completed and returned to the Office of Research and Evaluation for processing.

Results

Attachment K-2 is a summary sheet for the workshop evaluation. The seven workshop sessions are ranked in Figure K-1 below. The participants felt that the sessions were very informative and, as a consequence, rated them highly. Although the ratings were high, there was still a desire by some of the participants to know more about the Title VII proposal and guidelines, the Evaluation Component, and the Instructional Component.

Session	Ranking (1 = Highest Ranking)
Instructional Component	1
Review of Title VII Proposal and Guidelines.	2
Staff Development Component	3
Guidelines and Procedures for Ordering Title VII Materials and Supplies.	3
Curriculum Development, Materials Acquisition, and Adaptation	4
Parental Involvement	5
Research and Evaluation	6

Figure K-1 RANKING OF SESSIONS 1977 PRINCIPALS SUMMER WORKSHOP

Attachment K-1

REACTIONS TO THE PRINCIPALS WORKSHOP
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

REACTIONS TO THE PRINCIPALS' WORKSHOP

ESEA Title VII Bilingual Project
July 28-29, 1977

Please rate each of these sessions so that the project may better meet your needs in future workshops and so that additional information which you desire may be prepared. Your written comments will be especially helpful.

If you missed a session, leave those items blank.

Use this scale:

1 = Completely False
2 = Mostly False
3 = Partly True, Partly False
4 = Mostly True
5 = Completely True

A. Review of the Title VII Proposal and Guidelines

____ 1. This session was well prepared and effectively conducted by the staff.

____ 2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.

____ 3. I feel a need for more information in this area.

Comments:

B. Research and Evaluation Component

____ 1. This session was well prepared and effectively conducted by the staff.

____ 2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.

____ 3. I feel a need for more information in this area.

Comments:

C. Instructional Component

____ 1. This session was well prepared and effectively conducted by the staff.

____ 2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.

____ 3. I feel a need for more information in this area.

Comments:

D. Parental Involvement Component

____ 1. This session was well prepared and effectively conducted by the staff.

____ 2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.

____ 3. I feel a need for more information in this area.

Comments:

E. Curriculum Development, Materials Acquisition, and Adaptation. Component

____ 1. This session was well prepared and effectively conducted by the staff.

____ 2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.

____ 3. I feel a need for more information in this area.

Comments:

F. Staff Development Component

____ 1. This session was well prepared and effectively conducted by the staff.

____ 2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.

____ 3. I feel a need for more information in this area.

Comments:

G. Guidelines and Procedures for Ordering Title VII Materials and Supplies

____ 1. This session was well prepared and effectively conducted by the staff.

____ 2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.

____ 3. I feel a need for more information in this area.

Comments:

Do you have any additional comments about this workshop?

Attachment K-1 (continued, Page 3 of 3)

Attachment K-2

SUMMARY OF BILINGUAL SUMMER WORKSHOP FOR PRINCIPALS

(Page 1 of 3)

Summary of Bilingual Summer Workshop
For Principals
July 28-29, 1977
Austin Independent School District

	RESPONSES					
	FREQUENCY					MEAN
	1	2	3	4	5	
A. Review of the Title VII Proposal and Guidelines						
1. This session was well prepared and effectively conducted by the staff.	0	0	0	0	4	5.00
2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.	0	0	0	1	4	4.80
3. I feel a need for more information in this area.	1	2	0	0	1	2.50
B. Research and Evaluation Component						
1. This session was well prepared and effectively conducted by the staff.	0	0	0	2	2	4.40
2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.	0	0	1	1	3	4.40
3. I feel a need for more information in this area.	0	2	0	0	1	3.00
C. Instructional Component						
1. This session was well prepared and effectively conducted by the staff.	0	0	0	0	5	5.00
2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.	0	0	0	0	4	5.00
3. I feel a need for more information in this area.	0	2	0	2	1	3.40
D. Parental Involvement Component						
1. This session was well prepared and effectively conducted by the staff.	0	0	1	1	3	4.40
2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.	0	0	0	2	3	4.60
3. I feel a need or more information in this area.	2	0	1	0	2	3.00

Attachment K-2

(continued, Page 2 of 3)

	RESPONSES					
	FREQUENCY					MEAN
	1	2	3	4	5	
E. Curriculum Development, Materials Acquisition, and Adaptation Component.	0	0	0	1	3	4.75
1. This session was well prepared and effectively conducted by the staff.	0	0	0	1	3	4.75
2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.	0	0	0	2	2	4.50
3. I feel a need for more information in this area.	1	1	0	1	1	2.75
F. Staff Development Component						
1. This session was well prepared and effectively conducted by the staff.	0	0	0	0	4	5.00
2. The time invested in this topic was very well spent and will contribute to a better understanding by me of project activities.	0	0	0	1	3	4.75
3. I feel a need for more information in this area.	1	2	0	1	0	2.25
G. Guidelines and Procedures for Ordering Title VII Materials and Supplies						
1. This session was well prepared and effectively conducted by the staff.	0	0	0	0	3	5.00
2. The time invested in this topic was very well spent and will contribute to a better under understanding by me of project activities.	0	0	0	1	2	4.67
3. I feel a need for more information in this area.	1	1	0	1	0	2.33

Scale Used:

1 = Completely False
2 = Mostly False
3 = Partly True, Partly False
4 = Mostly True
5 = Completely True

Additional Comments:

Thought it was well organized, short, and to the point.
Thought it was excellent and very beneficial.
Evaluation Component went too fast - need more explanation.